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ABSTRACT

This second publication in a three-part series called "Alternative Futures" is essentially a workbook that, followed step by step, allows a college to see how its use of space has changed over time. Especially designed for small colleges, the kit makes use of the information that is routinely collected, such as annual financial statements and utilities costs, classroom schedules and course enrollments, staff and student body sizes and composition, and building sizes and conditions. The kit consists of three basic segments. Section 1, Basic Data Forms, contains 14 forms used to collect numerical data from the various sources on campus. Section 2, Institutional Profile, consists of 27 charts and graphs for graphic display of the institutional data. The profile is the planning document for wide distribution within the campus community that forms the basis for analyzing needs and assessing strategies. A series of analysis questions accompanies each of the charts. Section 3, Constituent Views, includes a series of questions designed for use in workshops and for reporting the results of constituent group discussions. A case study example of completed Basic Data Forms and an Institutional Profile is included. (MLF)

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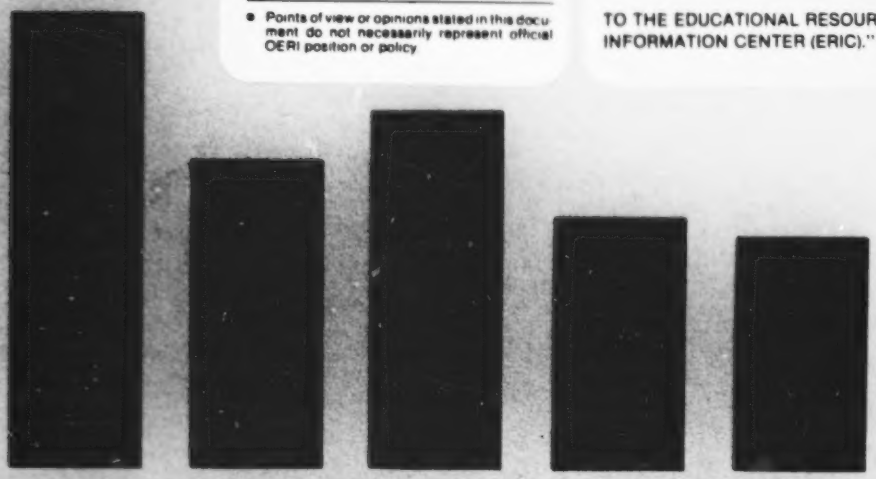

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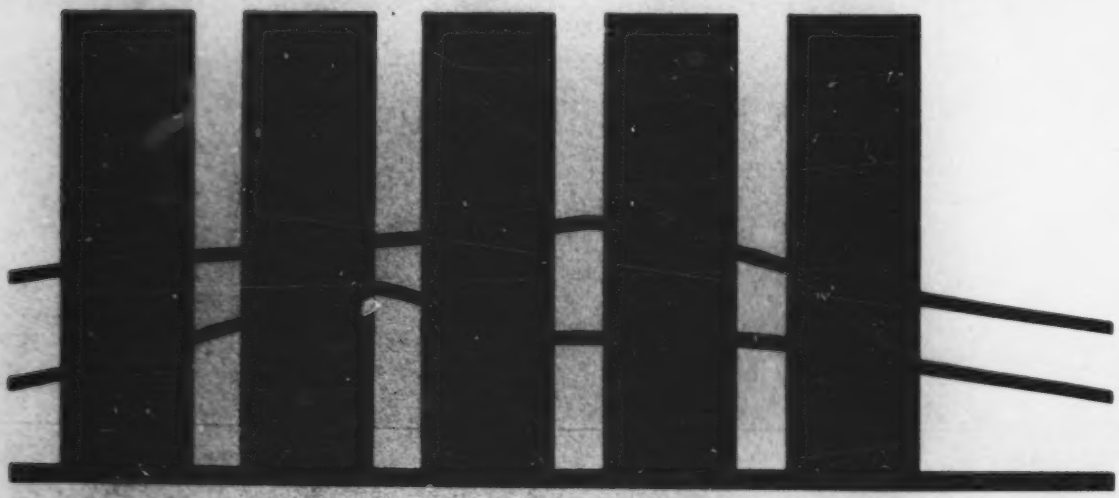

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PREFACE

Facilities Planning for Small Colleges is the second publication in a three-part series called Alternative Futures. Sponsored by the Conference of Small Private Colleges and funded by grants from the Fund for the Improvement of Postsecondary Education (FIPSE), the Ford Foundation, and the Exxon Education Foundation, Alternative Futures recognizes that the coming steep decline in the number of 18-22 year olds, the cutbacks in state and federal financial aid programs, and a national economy undergoing slow, or even negative, growth may have a severe impact on small, tuition-dependent colleges. This series of publications is an effort on our part to provide small colleges with planning tools and information to cope with the challenges of an uncertain future.

The first work in this series, Colleges and Corporate Change: Merger, Bankruptcy and Closure, dealt with the problems a college staff and board of trustees encounter when the college loses its corporate identity, either through merger or closure. As a followup, this present work on facilities planning and another on marketing and financing surplus space ask: Is there an alternative to closing or merger? Are there ways to convert unused facilities to other income-producing uses? How does a college identify and market its surplus space? How does it finance a conversion to alternative uses?

Facilities Planning for Small Colleges is essentially a workbook that, followed step by step, allows a college to see how its use of space has changed over time. But the exercise is not a mere numbers game. In testing out the materials at six different colleges, we found that the way a college uses space is profoundly reflective of its educational philosophy, its internal political structure, and its academic priorities. Everything a college does occurs in some space or other. By comparing current space use with the way space was used in an earlier reference year, a picture of a college's true priorities begins to emerge. Once that picture is clear, then the college can address its futue in a more productive way.

The final publication in the Alternative Futures series will deal with the legal, financial and marketing aspects of converting a college's surplus facilities to new uses: What legal constraints exist to the conversion of facilities financed through tax-exempt bonds or federal loans? What have been the practical and financial effects on colleges that have turned a part, or all, of their campus to uses other than those originally intended? What effect has alternative use had on their regular operations and on their balance sheet? How did they market their facilities? What difficulties did they encounter?

Facilities Planning for Small Colleges could not have been put together and tested without generous foundation support. We especially wish to thank the following: Alison Bernstein, David Justice and Stephen C. Ehrmann of FIPSE for their encouragement, guidance and friendship; Robert L. Payton, president of the Exxon Education Foundation, for his keen appreciation of the problem of surplus facilities and his personal interest in the project; above all, Fred

Crossland, then of the Ford Foundation and now vice president of the W. Alton Jones Foundation, as one of the first to read the signs of the times -- and often found himself a voice crying in the wilderness.

We also wish to thank William Cassell, president of Heidelberg College, and his staff for outstanding support and cooperation. Dean Helen Reynolds, Heidelberg's director of institutional research, gave unsparingly of her time and molded our first draft more than she may realize. Merle Allshouse, president of Bloomfield College, hosted one of our New Jersey workshops and provided valuable insights into crisis management. The planning staffs of Georgian Court College, Felician College, Upsala College, and Keuka College helped round out our composite picture of space at a small college. Beryl Fields, of EFL, provided competent assistance in preparing the kit materials for early drafts and final production.

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JULY 1982

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INTRODUCTION

INTRODUCTION

Facilities Planning for Small Colleges: About the Kit

During the 1970's enormous increases in the price of energy forced many colleges to change the way they operated their physical plant. Planning for efficient use of facilities, once a minor part of financial management, moved onto center stage in the formulation of both operating and capital budgets. In the 1980's facilities planning will continue to play a central role -- but for different and unsettling reasons:

- Enrollment of 18-22 year olds -- those most likely to live in dorms -- has peaked and will decline sharply well into the 1990's.
- The composition of the student body is likely to shift to more part-time and evening students with corresponding changes in the demand for residence and dining halls, athletic facilities, and other college services.
- Student demand for a more career-oriented curriculum -- away from the liberal arts, languages, and education and toward business and the health professions -- may cause shortages of some kinds of facilities and a surplus in others.
- Declining or stagnant income from tuition and student fees may exacerbate the widespread problem of deferred maintenance and force the college to lease or sell some of its physical plant.

The purpose of this kit is to help a small college identify surplus space which may either be converted to income-producing, alternative uses or phased out to save on the costs of energy and maintenance.

The Facilities Planning Kit for Small Colleges provides guidance to small colleges seeking to evaluate campus space: to assess how well existing space meets current and projected needs and to understand the impacts and financial costs of operating too much space. It provides a means for concisely displaying information about the college as it has been in the past and is today -- student body composition and enrollment, staffing patterns, educational program content and organization, and facilities use and costs. Against this broad background, the kit also provides detailed information about the use and effective cost of all scheduled rooms on campus that is critical to making specific suggestions for change. In addition, kit materials are used to solicit and report the perceptions and values of members of the college who represent different viewpoints -- physical plant, fiscal affairs, academic program, student life, and external affairs.

The kit provides a college the opportunity to examine its basic attributes over a 10 to 15 year period, and to make detailed comparisons between the current year and a self-selected reference year. Self-comparison is probably most immediately relevant, especially when carried out with the guidance of insight-producing analysis questions.

The kit is especially designed for small colleges that do not have full-time institutional research offices or elaborate statistical data collection and reporting functions. It makes use of the information which is routinely collected or available in various college offices, such as annual financial statements and utilities costs, classroom schedules and course enrollments, staff and student body sizes and composition, and building sizes and conditions. This information may need to be gathered from the registrar, vice president for finance, director of physical plant, academic department heads and others, but it does usually exist. It doesn't often get collected in one place and presented as the context for future planning.

Contents of the Kit

The kit consists of three basic segments: Basic Data collection and computation forms; Institutional Profile charts and graphs with accompanying analysis questions; and Constituent Views questions and reporting forms.

A case study example of completed Basic Data Forms and an Institutional Profile is included. Notes and instructions, and blank forms -- printed on white paper -- are intended for photocopying, collecting, and displaying information about your own college.

Basic Data Forms. Fourteen Basic Data Forms are used to collect numerical data from the various sources on campus. They also provide space for computation of ratios and percentages needed to report the data in chart form. Data sheets are intended to be used by the person assigned responsibility for developing the Institutional Profile.

Institutional Profile. The profile consists of 27 charts and graphs for graphic display of the institutional data. It includes six numerical summary sheets of key figures. The profile, prepared by the data coordinator, is the planning document for wide distribution within the campus community. It forms the basis for analyzing needs and assessing strategies. A series of analysis questions accompanies each of the charts.

Constituent Views. In addition to the numerical and other "hard" data that can be counted and displayed, planners need to know the values, insights, and concerns of various campus constituents. The constituent views section includes a series of questions to uncover and report on this "soft" data. These forms are designed for use in workshops and for reporting the results of constituent group discussions.

Using the Kit

The process we advocate invites active participation by all members of the campus community. We have used kit materials successfully in intensive two-day workshops that culminated in tentative strategies for improving facilities utilization and reducing excess space. These workshops have coalesced the college community about the need for change, and about the values to be maintained in guiding change. They have served as a catalyst for beginning a longer planning effort. Kit materials will continue to be a resource as detailed planning and testing of alternatives is carried out.

PRINCETON PLANNING FOR SMALL COLLEGES
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Total support from the college president is critical to successful development of the Institutional Profile and use of kit materials in planning. Unless the president is convinced of the value of the information and actively supports its widespread use and discussion by all members of the college community, the person collecting basic data will have difficulty assembling it and faculty and others will be less likely to participate. Necessary support from the chief executive includes sanctioning the time and effort required to collect and display all the information required, convening and actively participating in workshops for examining the information and soliciting constituent views, and providing assurance that the suggestions resulting from workshops will be seriously considered in guiding detailed planning.

Reference Year. Selection of a reference year is a critical part of the process. While some basic information is displayed year by year for a period of 10 to 15 years, detailed comparisons are made between the current year and the selected reference year. You might, for example, choose to compare the current year with a previous year of peak enrollment, or with a year when the match among enrollment, space, and program felt comfortable. Annual trend data may be useful in selecting which year to use for detailed comparisons.

The kit should be approached as a useful tool for self analysis. It may need adaptation and revision to meet your needs; categories may need to be slightly redefined to reflect how your institution collects and uses information. It is not important that the data be comparable to other institutions; it is important that it make sense to you.

Suggested Agenda for Two-Day Planning Workshop

Prior to Workshop: Collect all basic data and prepare Institutional Profile. Make enough copies of Institutional Profile charts and analysis questions for all attendees.

Session One: 1-1/2 Hours. Open meeting for all attendees. Everybody gets Institutional Profile.

1. Introduction and endorsement by college president.

2. Overview of workshop and objectives:

   - o test balance among physical plant, enrollment, program, costs
   - o review past trends, current position, and future projections if trends continue
   - o establish criteria for assessing and proposing changes
   - o begin process for developing suggestions

3. Presentation of Institutional Profile by Data Coordinator. Review each graph individually, briefly touching on analysis questions and highlighting most important data.

4. Allow some time for general discussion and questions.

Session Two: 1-1/2 Hours. After general charge, each of four constituent groups meets independently. Four constituent groups are:

Physical Plant and Fiscal Affairs
Student Affairs
Academic Affairs
External Affairs (responsible for liaison with alumnae/i, donors, parents, etc.)

All members of each group have Constituent Group questions and report forms.

Groups discuss questions, appoint a reporter to take notes and report to the whole group on their deliberations.

Session Three: 1 Hour. Open meeting for all participants.

1. Each constituent group reports to the full group on its questions and answers, and turns in report sheet for duplicating.

2. Mixed "Working Groups" that include members of each of the earlier constituent groups, are formed for Day 2. Each group will have representatives from physical plant and fiscal affairs, student affairs, etc.

3. Review of Day 2 Agenda.

At some point during Day 1 there should be an informal buffet meal for all participants -- probably lunch or dinner, to encourage people to exchange ideas in a relaxed setting.

Session Four: 2-5 Hours. After general review of purposes and expected results of planning groups, the "working groups," appointed in Session Three, work independently. All members of each group should have the Institutional Profile, and the reports of each of the constituent groups from the previous day.

Using the "Working Group Report" as a general guide, the groups should review both the Institutional Profile and the constituent group reports, and prepare to make suggestions to the rest of the workshop on the following:

- o ways of improving utilization and reducing space costs
- o pros and cons of various alternatives
- o values to preserve despite change
- o recommendations for further study and planning.

Groups appoint a reporter to take notes, keep them on track, and report to the full workshop.

Session Five: 1-1/2 Hours. Open meeting for all participants. This session is very nice to have over lunch or dinner, so that people can talk and compare notes informally.

1. Each working group reports on its deliberations and recommendations. They turn in a written report or notes.

2. One of the coordinators should "take notes" on a blackboard or on large sheets of paper, so that they are easily visible.

3. The coordinator should, at the end of the reports, summarize where there are areas of agreement or developing consensus, and areas where there are very different viewpoints suggested. He or she should try to outline any issues that come through as especially important.

4. Thank you, and recognition of work that has been done, and acknowledgment and discussion of how the planning effort will proceed -- from the college president.

After the Workshop. Prepare a summary report of the workshop for distribution within the campus community, including those who did and did not attend. Summarize the reports of the constituent groups and of the working groups, and identify areas of consensus and divergence.

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BASIC DATA

- NOTES AND INSTRUCTIONS
- CASE STUDY
- BLANK FORMS

CONTENTS OF BASIC DATA FORMS

1.	ENROLLMENT
1.1	Student Enrollment Trends
1.2	Numerical Summary of Enrollment
2.	STAFF
2.1	Staff Trends
3.	EDUCATIONAL PROGRAM
3.1	Educational Program: Graduates
3.2	Educational Program: Courses and Sections
3.2a	Inventory of Course Section Sizes
4.	EXPENDITURES
4.1	Physical Facilities Expenditures Trends
4.2	Institutional Expenditures - Detailed
5.	CAMPUS SPACE ALLOCATION
5.1	Campus Space Allocation
5.1a	Campus Space Allocation - Definitions
6.	USE OF CAMPUS SPACE
6.1	Scheduled Room Use Report
6.1a	Worksheet for Room Utilization
6.2	Summary of Campus Buildings: Size, Cost, and Condition
6.3	Campus Room Inventory by Building

BASIC DATA FORMS: NOTES AND INSTRUCTIONS

The forms in this packet are for use in gathering basic information about your institution, past and present, and in computing ratios and percentages needed to complete the Institutional Profile. The Institutional Profile is the planning document for faculty and administrators; the Basic Data Forms are the backup worksheets. Refer to the case study Basic Data Forms to guide you in filling out your own.

Data Coordinator. One person should be responsible for seeing that the basic data is collected, and for preparing the Institutional Profile.

Sources of Data. The data coordinator will probably collect information from a number of sources on campus. The director of finance, the head of buildings and grounds, and the registrar, for example, may each be able to provide data in his or her area of expertise. At the bottom of each form you will find a suggestion for information sources.

The data coordinator will be responsible for seeing that the information is complete, and for following up when more than one office needs to be consulted. For example, completion of Basic Data Form 6.1, Scheduled Room Use, may require not only the registrar, but also academic department heads, faculty members, and student service offices to provide information.

Reporting Periods and Data Availability. Some of the forms call for information from every year for the last 10 to 15 years, for trend analysis. The more data you have, the better will be your ability to spot trends. If your data does not go back as far as 1969, use what is available. Bear in mind that the shorter the reporting period, the less you can be sure about data representing a trend, a change in trends, or a short-term anomaly.

If, because of limited resources, you have to choose between finding information for every year for the last five or finding the data for alternate years for the last 10 years, do the latter -- you will get a better sense of trends.

Selection of Reference Year. While baseline data is collected for every year, more detailed data is collected for two years -- the Current Year and a Reference Year selected for comparison.

Probably the most useful Reference Year will be either the year of peak enrollment or a year during which it is commonly agreed that the college was in good balance (money, space, students, faculty, program). Because the same year should be designated the Reference Year for all information about the institution, the availability of information also may affect the choice of year.

Accuracy of Data. The institutional profile gives a broad view of the college, and rounded off numbers are usually accurate enough. Look at the case study Institutional Profile as a guide to the degree of accuracy that will make a difference. Will a difference of 1, 5, or 20 show up on the graph? Don't waste time trying to achieve a level of accuracy that will not be visible.

If the best you can do is make an educated guess, do so, but also note that on the Basic Data Forms and Institutional Profile charts.

Consistency of Categories. Make sure that the definitions of the categories you are reporting are consistent over the years -- that FTE enrollment in 1980 means the same as FTE enrollment in 1970. This internal consistency of your own data is very important. Do not trust that HEGIS reports, or reports prepared for state boards of higher education, will be consistent.

If the categories called for on the forms need to be changed to meet the categories you commonly use at your institution, change them. The data must make sense to your college community. If you change a category, change it everywhere it is called for and used. For example, if you categorize classroom capacities as <20, 20-40, and >40, then change the classroom categories on Basic Data Form 6.3 and change the course section size categories on Basic Data Form 3.2a to match. Institutional Profile chart VI.1 compares classroom capacity and course section size, and they should be in the same categories.

Computing Percentage Change. "Percentage change" is one of the items on many data sheets. To compute the percentage change from the reference year, use this formula:

PERCENTAGE CHANGE = (CURRENT YEAR VALUE/REFERENCE YEAR VALUE) - 1

Example #1: Current Year Value = 60
Reference Year Value = 40

Percentage Change = (60/40) -1 = .50 = 50% increase

Example #2: Current Year Value = 30
Reference Year Value = 100

Percentage Change = (30/100) -1 = -.70 = 70% decrease

Computing Change in Percentage Allocation or Distribution. Change in percentage allocation indicates if a certain category is relatively larger or smaller in the current year than it was in the reference year. To compute change in percentage allocation, use this formula:

CHANGE IN % ALLOCATION = % ALLOCATION IN CY - % ALLOCATION IN RY

For example:
Faculty Salaries in Current Year = 42% of Total Expenditures
Faculty Salaries in Reference Year = 42% of Total Expenditures

Change in % Allocation = 42% -42% = 0.

Faculty salaries accounted for the same proportion of total expenditures both years. (If total expenditures doubled, so did faculty salaries.)

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'Divided by'. Our typewriter cannot make the division sign "÷". Therefore we have used a slash (/) to signify division for computation of ratios.

For example: Basic Data Form 4.1 calls for several categories of expenditures, such as Total Institutional and Total Physical Facilities. It also asks for a number of Ratios, such as "Facilities/Total Institutional." Compute that as Total Physical Facilities Expenditures ÷ Total Institutional Expenditures.

Uses of Data. Once the data is collected, and ratios and percentages are computed, you are ready to fill in the Institutional Profile. Usually you will simply plot graphs and transfer selected numbers and percentages to the numerical summary sheets. Occasionally the computations are done directly on the summary sheets.

The bottom of each data sheet tells which parts of the Institutional Profile use that data. As a general rule the main sections of Basic Data correspond to the main sections of the Institutional Profile. For example, information in Basic Data Section 5:Campus Space Allocation is used mostly in Profile Section V:Campus Space. In a few cases the Basic Data Form is also an Institutional Profile sheet. For example, Basic Data Form 1.2 is also Institutional Profile Sheet I.5.

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College

Reference Year: 1974/1975 Current Year: 1981/1982

Use this form to report on size and composition of student body through the current year.

ENROLLMENT ITEM	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75	1975/76
FTE Freshmen	399	376	395	368	385	370	333	316
FTE Sophomores	303	338	321	300	276	322	284	248
FTE Juniors	273	241	249	244	257	226	256	236
FTE Seniors	239	231	232	262	239	233	223	236
FTE Graduate Students	—	—	-	—	—	—	—	—
FTE Unclassified	10.6	12	26	29	17	18	22	26.4
FTE TOTAL ENROLLMENT	1225	1198	1223	1203	1174	1169	1118	1062.4
PART-TIME HEADCOUNT	35	37	60	63	111	177	201	255
FULL-TIME HEADCOUNT	1214	1189	1198	1177	1137	1110	1051	977
Resident on-campus	919	912	942	884	834	779	787	762
Resident off-campus	295	277	256	293	303	274	264	215

ENROLLMENT ITEM	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84
FTE Freshmen	274	264	273	223	208	236		
FTE Sophomores	252	244	200	207	164	174		
FTE Juniors	186	201	204	150	166	121		
FTE Seniors	221	166	180	195	147	152		
FTE Graduate Students	—	—	—	—	—	—		
FTE Unclassified	21.8	16.8	18	16	30	39		
FTE TOTAL ENROLLMENT	954.8	891.8	875	791	715	722		
PART-TIME HEADCOUNT	285	348	396	381	360	411		
FULL-TIME HEADCOUNT	860	776	743	664	593	585		
Resident on-campus	713	744	714	650	573	578		
Resident off-campus	147	32	29	14	20	7		

Data Sources: Student Services, Registrar
Institutional Profile Uses: Charts I.1, I.2, I.3, I.4

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College

ENROLLMENT ITEM	Reference Year 19 74 /19 75 M*	F	TOT	Current Year 19 81 /19 82 M	F	TOT	Percentage Change M	F	TOT
FTE Freshmen	185	148	333	148	88	236	-20	-40	-29%
FTE Sophomores	147	137	284	97	77	174	-34	-44	-39%
FTE Juniors	130	126	256	65	56	121	-50	-56	-53%
FTE Seniors	131	92	223	71	81	152	-46	-12	-32%
FTE Graduate Students	-	-	-	-	-	-	-	-	-
FTE Unclassified	9	13	22	16.6	22.6	39.2	+84	+67	+74%
TOTAL FTE ENROLLMENT	602	516	1118	397	324	722	-34	-38	-35%
PART-TIME HEADCOUNT	61	140	201	197	214	411	+223	+53	+104%
FULL-TIME HEADCOUNT	570	481	1051	331	253	585	-42	-47	-44%
Resident on-campus	335	452	787	328	250	578	-2	-45	-26%
Resident off-campus	221	43	264	3	4	7	-99	-91	-97%
% of Full-Time Students Living on Campus	59%	94%	75%	99%	99%	99%	+40	+5	+24%
% of FTE Enrollment That is Full-Time	95%	93%	94%	83%	78%	81%	-12	-15	-13%
Dormitory Capacity			838			820			-2%
% of Dormitory Capacity Used			94%			70%			-24%

Data Sources: Registrar, Student Services
Institutional Profile Uses: This becomes Chart I.5.

M = Male
F = Female
TOT = Total

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College

Reference Year: 19 74 /19 75 Current Year: 19 81 /19 82

Use this form to report on size and composition of staff through the current year.

STAFF ITEM	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75	1975/76
FTE Faculty	83	101	107	102	94.9	94.6	90.7	88.5
FTE Administrative	38	37	39	34	33.2	33.7	30.5	34.5
FTE Clerical & Support	38	41	45	49	54	53.3	54.5	50.7
FTE Facilities-Related*	28	32	33	32	29.6	30.1	30	28.9
TOTAL FTE STAFF	187	211	224	217	211.7	211.7	205.7	202.7
FTE Student Enrollment	1225	1198	1223	1203	1174	1169	1118	1062.4
FTE Student/FTE Staff	6.5	5.7	5.5	5.5	5.5	5.5	5.4	5.2
FTE Student/FTE Faculty	14.7	11.9	11.4	11.8	12.4	12.4	12.3	12

STAFF ITEM	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84
FTE Faculty	87.8	84.6	80.7	71.9	63.1	58		
FTE Administrative	34.3	31.7	31.1	31.2	31.7	28.6		
FTE Clerical & Support	51.9	50.4	47.7	47.7	43.3	42		
FTE Facilities-Related*	27.3	27	25	23.5	26	24		
TOTAL FTE STAFF	201.2	193.7	184.5	174.4	164.1	152.6		
FTE Student Enrollment	954.8	891.8	875	791	715	722		
FTE Student/FTE Staff	4.7	4.6	4.7	4.5	4.4	4.7		
FTE Student/FTE Faculty	10.9	10.5	10.8	11	11.3	12.4		

* Facilities-related staff includes building and grounds operating, custodial, and maintenance personnel, and skilled crafts people on the institutional payroll.

Data Sources: Personnel Office
Institutional Profile Uses: Charts II.1, II.2, II.3, III.3, V.4, VII.2

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College

Use this form to report the number of students graduating in each major offered by the college. Describe how you have counted students who major in more than one department: Multiple majors counted fractionally - eg double major counts as ½ in each major.

ACADEMIC DEPARTMENT	NUMBER OF GRADUATES IN MAJOR Reference Year 1974/1975	Current Year 1981/1982
American Studies	4.5	3
Art	3.5	1.5
Biology	36	21
Chemistry	4	4
Classics	1.5	0
Economics/Business Admin.	13	26.6
Elementary Education	21	12
English	18	7.8
French	2	2.8
German	7.5	.5
Health and Phys. Ed.	23	7.0
History	14.5	3.0
Integrated	1.5	NOT AVAILABLE
Math	10.5	5.1
Music	25.5	26
Philosophy	1	1
Physics	2	3.3
Politics & Government	5	3
Psychology	17	14.5
Religion	1	1
Sociology	12.5	1
Spanish	4.5	3
Speech and Theater	15	7.5
Allied Health	NOT AVAILABLE	2
Computer Science	NOT AVAILABLE	5.1
TOTAL GRADUATES	244	162

Data Sources: Registrar
Institutional Profile Uses: Chart III.1

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Universities, Pawling, New York

College

Use this form to report on all courses given by the college during the Reference Year or Current Year. Use one sheet for each academic department.

_____ Reference Year: 19___/19___

X Current Year: 1981 /1982 Fall Term

Politics and Government
Academic Department

COURSE	#CRED.HRS.	ENROLLMENT*	# STUDENT CREDIT HOURS	COURSE MEETING LOCATION: Lab or Studio	Classrm	Faclty Office	off campus
# 126	3	74(58,16)	222		XX		
# 201	3	12	36		X		
# 211	3	12	36		X		
# 231	2	7	14		X		
# 305	2	6	12		X		
# 370	3	2	6			X	
# 400	1-4CH (¼, ¼, ½)	4	8		X		
# 475	3	1	3			X	

DEPARTMENT TOTAL: # COURSES = 8 # STUDENT CREDIT HOURS = 337

* If the course is divided into sections which meet entirely separately, list section enrollments, eg. 20;30;15. If the course meets both in large lecture and small recitation sections, list lecture size with sections in parentheses, eg. 65 (20,30,15).

Data Sources: Registrar, Academic Department Heads
Institutional Profile Uses: Charts III.1, III.2, III.3

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories

College ______

Reference Year 19 74 /19 75	Current Year 19 81 /19 82
Course Sections <=5	Course Sections <=5
136 Subtot; 28.6% % of Tot	______ Subtot; ______ % of Tot
Course Sections 6-10	Course Sections 6-10
58 Subtot; 12% % of Tot	______ Subtot; ______ % of Tot
Course Sections 11-15	Course Sections 11-15
(AND SO ON)	
______ Subtot; ______ % of Tot	______ Subtot; ______ % of Tot
SUBTOT 1-15: ______	SUBTOT 1-15: ______
Course Sections 16-30	Course Sections 16-30
SUBTOT 16-30: ______; ______ % of Tot	SUBTOT 16-30: ______; ______ % of Tot
Course Sections 31-60	Course Sections 31-60
SUBTOT 31-60: ______; ______ % of Tot	SUBTOT 31-60: ______; ______ % of Tot
Course Sections >60	Course Sections >60
SUBTOT >60: ______; ______ % of Tot	SUBTOT >60: ______; ______ % of Tot
TOTAL # COURSE SECTIONS 476	TOTAL # COURSE SECTIONS ______

Data Source: Basic Data Form 3.2
Institutional Profile Uses: Charts III.2, III.3

College

Reference Year: 1974/1975 Current Year: 1981/1982

Use this form to report on physical facilities expenditures, through the current year.

EXPENDITURE ITEM	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75	1975/76
Total Institutional	3,159,847	3,511,613	3,753,397	4,344,172	4,580,652	4,549,358	4,870,926	5,035,368
Total Physical Facilities	496,096	568,881	596,790	701,410	752,400	691,418	727,685	782,230
Utilities	95,746	108,656	116,374	112,927	139,616	137,809	143,589	178,159
Operations & Maintenance	400,350	460,225	480,416	588,483	612,784	553,609	584,096	604,071
Repair and Renewal	NOT SEPARATELY ACCOUNTED FOR							
Facilities/Tot Institutional	15.7%	16.2%	15.9%	16.1%	16%	15.2%	14.9%	15.5%
Utilities/Facilities	19.3%	19.1%	19.5%	20.2%	19.8%	19.9%	19.7%	22.8%
O&M/Facilities	80.7%	80.9%	80.5%	79.8%	80.2%	80.1%	80.3%	77.2%
Repr & Renwl/Facilities	NOT SEPARATELY ACCOUNTED FOR							

EXPENDITURE ITEM	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84
Total Institutional	5,325,487	5,939,879	6,249,028	7,093,148	7,552,360	7,299,198		
Total Physical Facilities	792,655	844,205	915,981	983,940	954,154	1,057,440		
Utilities	180,891	215,192	254,252	286,252	282,247	306,208		
Operations & Maintenance	611,764	629,013	661,729	697,688	671,907	751,232		
Repair and Renewal								
Facilities/Tot Institutional	14.9%	14.2%	14.7%	13.9%	12.6%	14.5%		
Utilities/Facilities	22.8%	25.5%	27.8%	29.1%	29.6%	29%		
O&M/Facilities	77.2%	74.5%	72.2%	70.9%	70.4%	71%		
Repr & Renwl/Facilities								

Data Sources: Institutional Financial Audits
Institutional Profile Uses: Chart IV.3

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AIA

College

Use this form to report in detail all institutional expenditures for the Reference Year and Current Year. Use the same categories of expenditure as are used in annual reports. The facilities cost data may be more detailed than normally reported.

	Reference Year 1974/1975	Current Year 1981/1982	Percentage Change
TOTAL Expenditures:	$4,870,926	$7,299,198	+50%

EXPENDITURE ITEM	$ Amount	% of TOT	$ Amount	% of TOT	% Change	Change in % Alloc.
Education and General	$3,672,734	75.4%	$6,141,613	82%	+67%	+6.6
Admin and General	$170,682	3.5%	$248,172	3.4%	+45%	-0.1
Development	$97,498	2.0	197,078	2.7%	+102%	+0.7
Student Services	$253,388	5.2	474,448	6.5%	+87%	+1.3
General Institutional	$97,518	2.0	72,992	1.0%	-25%	-1.0
Staff Benefits	$233,804	4.8	430,653	5.9%	+84%	+1.1
Instruction	$1,076,675	22.1	1,401,446	19.2	+30%	-2.9
Library	121,793	2.5	145,984	2.0	+20%	-0.5
Grants & Sponsored Research	681,930	14.0	1,124,076	15.4	+65%	+1.4
Organized Activities	58,551	1.2	109,488	1.5	+87%	+0.3
Academic Physical Plant	304,822	6.3	506,651	6.9	+66%	+0.7
Student Activities	44,520	0.9	36,496	0.5	-18%	-0.4
Student Aid	531,553	10.9	1,306,556	17.9	+146%	+7.0

Data Sources: Institutional Financial Audits
Institutional Profile Uses: Charts IV.1, IV.2, IV.4, VII.2

EXPENDITURE ITEM	Reference Year 1974/1975 $ Amount	Reference Year % of TOT	Current Year 1981/1982 $ Amount	Current Year % of TOT	Percentage Change % Change	Percentage Change Change in % Alloc.
Auxiliary Enterprises	$1,088,308	22%	$1,313,856	18%	+20%	-4.0
Dorms	423,770	8.7	481,747	6.6	+14%	-2.1
Dining Halls	482,222	9.9	576,637	7.9	+19%	-2.0
(O+M, Dining H.)	(355,808)	(7.3)	(414,380)	(5.7)	+16%	-1.6
Bookstore	73,064	1.5	131,385	1.8	+80%	+.3
Intercollegiate Athletics	68,193	1.4	72,992	1	+7%	-.4
Campus Center Activities	24,355	0.5	58,393	0.8%	+140%	+.3

PHYSICAL FACILITIES EXPENDITURE SUMMARY

Total Facilities	$727,685	14.9%	$1,057,440	14.5%	+45%	-.4
Academic Facilities	$304,822	6.3%	$506,651	6.9%	+66%	+.6
Utilities	76,534	1.6	170,154	2.3%	+122%	+.7
Oper. and Maintenance	228,288	4.7	336,497	4.6%	+47%	-.1
Repair & Renewal	(NOT AVAILABLE)		NA	—	—	—
Dorms & Dining Halls	422,863	8.7	550,789	7.5%	+30%	-1.2
Utilities	67,055	1.4	136,409	1.9%	+103%	+.5
Oper. and Maintenance	355,808	7.3	414,380	5.7%	+16%	-1.6
Repair & Renewal	(NOT AVAILABLE)		NA	—	—	—

College

Reference Year: 1974/1975 Current Year: 1981/1982

Use this form to report on campus space allocation by use. Two different methods are presented -- use both.

	Reference Year	Current Year	% Change
Total Gross Sq Ft	552,214	593,107	+7%
Total Net Sq Ft	347,736	359,200	+3%

ACADEMIC SPACE VS DORMS AND DINING HALLS

This distinction is commonly made by institutions, expecially if dorms and dining halls are operated as auxiliary enterprises and cost of operating and maintaining this space is computed separately. Since dorm and dining hall space often costs twice as much as academic (all other) space, facilities decisions should be based on this knowledge.

Academic: Gross Sq Ft	300,871	372,411	+24%
Academic: Net Sq Ft	189,390	219,955	+16%
Dorms & Dining: Gross SF	251,343	220,696	-12%
Dorms & Dining: Net Sq Ft	158,346	139,245	-12%

MAJOR USE CATEGORIES

The categories used here are those used in HEGIS reports of 1972 and 1974, which many institutions already have computed. They are used here because it may be simplest for an institution to start with one of those years and adjust for changes. All categories are in Net Square Feet. HEGIS space categories are defined on Basic Data Form 5.1a.

	Reference Year	Current Year	
	Net Sq Ft	Net Sq Ft	% of Tot
Classrooms	33,692	34,754	9.7%
Laboratories & Studios	29,436	27,833	7.7%
Offices	26,125	35,773	9.9%
Study	25,906	24,133	6.7%
Special Use	26,238	29,123	8.1%
General Use	42,389	49,064	13.7%
Suporting	810	16,406	4.6%
Health Care	not reported	3,440	1.0%
Residential	151,478	132,377	36.8%
Unclassified	11,662	6,297	1.8%

Data Sources: Physical Plant Department
Institutional Profile USes: Charts V.1, V.2, V.3, V.4, VII.2

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Universities Participating Institutions NE

Definitions are adapted from, and based on HEGIS Classification Systems. Many colleges have already classified campus space using this system.

Classrooms: general purpose classrooms, lecture halls, seminar rooms

Laboratories: includes regular and special class, individual study, and research laboratories and related service rooms; art or dance studios, language laboratories and other special purpose teaching space

Offices: includes office service areas and office-related conference rooms

Study Facilities: include reading and study rooms, library stacks and service rooms

Special Use Facilities: includes physical education and athletic facilities and spectator areas, TV and radio studios and services, field-house, armory, greenhouse, animal care facilities

General Use Facilities: includes assembly and exhibition areas, food service, lounge and general recreation, merchandising, meeting rooms and locker rooms, and support areas special to any of these

Supporting Facilities: includes vehicle storage and service, shops, storage, data processing and computer facilities, central food storage and laundry

Health Care: patient rooms, nursing areas, treatment and surgery spaces, laboratories, waiting rooms, and all other health care areas

Residential: bedrooms, suites, toilet/bath areas, apartments, houses

Unclassified: unfinished, inactive, in process of conversion, etc.

College

Use this form to report on the current weekly and yearly use patterns of spaces on the campus that are regularly scheduled: classrooms, gyms, conference rooms, and laboratories.

Use one form for each room. Most rooms will probably be scheduled by the registrar, but some commonly used rooms may be scheduled by an academic department office, library, or athletic department.

Capacity 66 Primary Use Mathematics Room 4

Size 944 NetSF Scheduled by Registrar Building PC Classroom

WEEKLY USE:
(as regularly scheduled, or a typical representative week)

	M	T	W	Th	Fr	S	S
8	Bio 212 / 29		Bio 212 / 29		Bio 212 / 29	WC Bus. 253 / 9	WC Psych 201 / 7
9	HPE 343 / 9		HPE 343 / 9		HPE 343 / 9	↓	↓
10	Math 308 / 5		Math 308 / 5		Math 308 / 5	WC Math 121 / 5	WC Bus 253 / 9
11	Math 223 / 6		Math 223 / 6		Math 223 / 6	↓	↓
noon		Math 303 / 3		Math 303 / 3		↓	↓
1	Math 121 / 56	↓	Math 121 / 56	↓	Math 121 / 56	WC Eco. 251 / 9	
2	Math 101 / 47	HPE 403 / 8	Math 101 / 47	HPE 403 / 8	Math 101 / 47	↓	
3						WC Psych 201 / 7	
4						↓	
5							
6		BUSN 253 / 22		BUSN 253 / 22	WC Math 121 / 5		
7		↓			↓		
8		BUSN 366 / 8		BUSN 366 / 8	WC Eco 251 / 9		
9					↓		
10							

For formal scheduled uses (team practice, class, lab), write the course number or other identifier in the appropriate area and the number of people participating: BIO 103 / 24

For informal use or preparation time, mark the area in the following manner: Lab Prep

YEARLY USE: Check off months this room is regularly used: Sept ✓ Oct ✓ Nov ✓ Dec ✓ Jan ✓ Feb ✓ Mar ✓ Apr ✓ May ✓ June ___ July ___ Aug ___

Data Sources: Registrar, Academic Department Heads, and others responsible for scheduling space

Institutional Profile Uses: Charts VI.2, VI.3, VII.3

FACILITIES PLANNING FOR SMALL COLLEGES Conference of Small Private Colleges and Universities, Peterson's Guides, Inc.

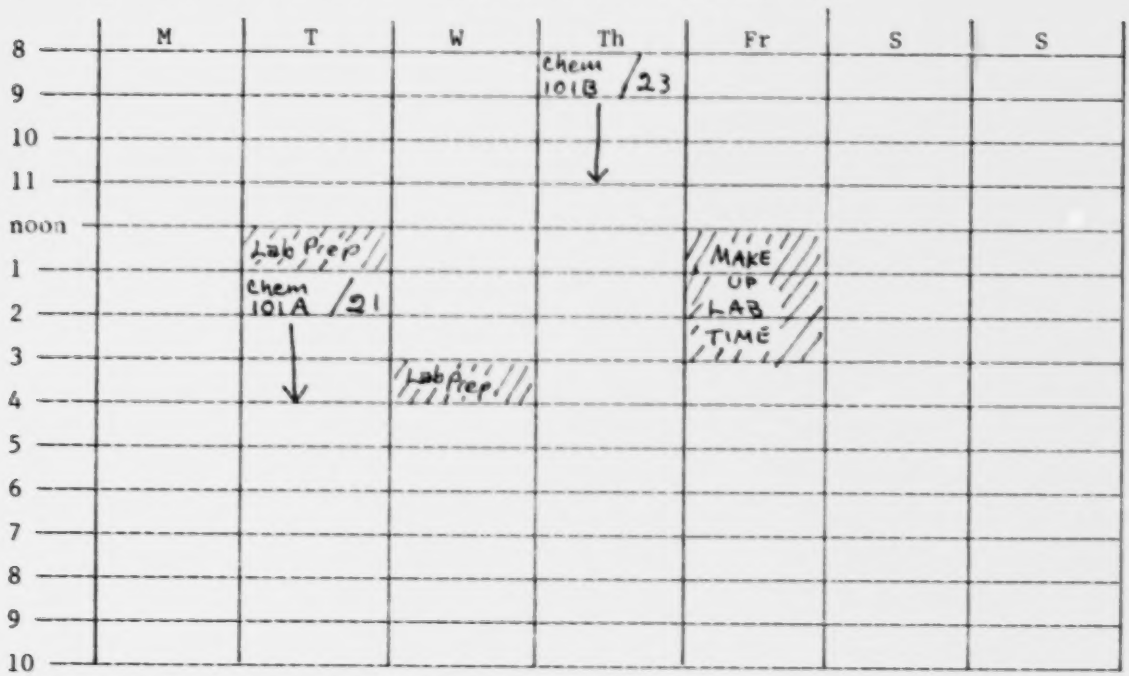
_____
College

Use this form to report on the current weekly and yearly use patterns of spaces on the campus that are regularly scheduled: classrooms, gyms, conference rooms, and laboratories.

Use one form for each room. Most rooms will probably be scheduled by the registrar, but some commonly used rooms may be scheduled by an academic department office, library, or athletic department.

Capacity 25 Primary Use General Chem Lab Room 211
Size 303 NetSF Scheduled by Registrar + Chem Dept. Building Science #1

WEEKLY USE:
(as regularly scheduled, or a typical representative week)



For formal scheduled uses (team practice, class, lab), write the course number or other identifier in the appropriate area and the number of people participating: Bio 103 /24

For informal use or preparation time, mark the area in the following manner: Lab Prep

YEARLY USE: Check off months this room is regularly used: Sept ✓ Oct ✓ Nov ✓ Dec ✓ Jan ✓ Feb ✓ Mar ✓ Apr ✓ May ✓ June ___ July ___ Aug ___

Data Sources: Registrar, Academic Department Heads, and others responsible for scheduling space
Institutional Profile Uses: Charts VI.2, VI.3, VII.3

_____
College

Use this form to compute scheduled utilization for selected room categories.
Use one sheet for each room category.

Room Category:

___ Seminar, capacity <= 15
X Classroom, capacity 16-30
___ Classroom, capacity 31-60
___ Lecture/Auditorium, capacity >60
___ Laboratory or studio
___ Other: _____

✓ Suggested 100% Utilization Basis
Weekday = 50 hrs (8am-6pm, M-F)
Evening = 25 hrs (6pm-11pm, M-F)
Weekend = 30 hrs (8am-11pm, Sat & Sun)

Alternatate 100% Utilization Basis
Weekday = _____
Evening = _____
Weekend = _____

Room	NUMBER OF HOURS OF SCHEDULED USE Weekday	Evening	Weekend
A-101	6	6	-
A-104	17	-	-
A-203	20	3	-
A-205	6	-	-
B-100	15	-	5
B-102	8	6	-
B-103	4	-	-
F-1	17	9	15
F-2	13	9	5
F-3	10	-	-
F-4	13	9	-
F-5	7	-	-
F-6	21	-	-
TOTALS: 13 # Rooms	157 # Hrs. Use	42 # Hrs. Use	25 # Hrs. Use

HOURS OF MAXIMUM POSSIBLE USE = # ROOMS X 100% BASIS:

650	325	390

% UTILIZATION = HOURS ACTUALLY USED ÷ HOURS OF MAXIMUM POSSIBLE USE:

24.1%	12.9%	6.4%

Data Sources: Basic Data Form 6.1

SUMMARY OF CAMPUS BUILDINGS: SIZE, COST AND CONDITION 6.2 and VIII.1

College

Current Year: 1981/1982

Use this form to record the size of each building, its operating and maintenance costs, and its general condition.

Building	Gross SqFt	Net SqFt	Current Year O&M Cost*	General Condition Good	Fair	Poor
A. Classroom	17,800	10,277	$24,208	x		
B. Library	35,200	26,643	$47,872	x		
Fine Arts	13,000	9,250	$17,680			x
P. Classroom	11,700	6,484	$15,912		x	
Science Bldg 1	36,854	26,861	$50,121	x		
Science Bldg 2	19,210	11,736	$26,126	x		
Service/Maint.	5,100	4,100	$ 5,576	x		
Gymnasium	31,171	17,960	$42,392	x		
Campus Center	29,450	20,836	$40,052	x		
Aux. Gymnasium	10,500	6,700	$14,280		x	
A. Dorm	38,090	21,819	$95,225		x	
B. Dorm	32,000	20,200	$80,000		x	
C. Dorm	34,400	16,100	$86,000		x	
D. Dorm	22,000	13,100	$55,000			x

* Check methods used to arrive at building O&M costs:

____ Actual recorded cost for each building.

__x__ Estimated, using the following campus averages:

$ 1.36 /Gross SF Academic

$ 2.50 /Gross SF Dorm & Dining Hall

Data Sources: Physical Plant Department.

Conference of Small Private Colleges and Educational Facilities Laboratories/NCD

College

Reference Year: 1974/1975 Current Year: 1981/1982

Use this form to record how many of each kind of room specified were located in each campus building in the Reference Year, and how many are located in each campus building in the Current Year.

BUILDING	Seminar/ Conference Rooms Capacity <15		Classrooms Capacity 16-30		Classrooms Capacity 31-60		Lecture/ Auditorium Capacity >60		Studios, Labs, and Practice Rooms		Lounges, Game, and Rec Rooms		Faculty Offices		Admin Offices		Dorm Capacity	
	RY*	CY	RY	CY	RY	CY	RY	CY	RY	CY	RY	CY	RY	CY	RY	CY	RY	CY
A Classroom					6	6			4	3			11	15				
B Library	1	1	1	1			1	1					13	13	2	2		
Fine Arts				1														
P. Classroom			6	5			1	1					12	13				
Science Bldg 1	1	1			6	6	1	1	10	10			13	13				
Science Bldg 2			1	1					12	12			5	5				
Service/Maintenance															3	3		
Gymnasium					1								3	7				
Campus Center							1	1			6	6						
Auxiliary Gym			1	1									1	1				
F Bldg.	3	3	2	2			1	1					6	9				
Administration Bldg.			1	1	6	6	1	1	1	1			15	9	36	39		
Music Bldg.	1	1	1		3	3	2	2	14	14			9	9				
TOTALS																		
Campus Total	6	6	13	12	22	21	8	8	41	40	6	6	88	94	41	44	1	
Change, RY to CY	0		-1		-1		0		-1		0		+6		+3			

Dorms figured on sheet #2.

Data Sources: Physical Plant Department, possibly supplemented by building survey for the Current Year.

Institutional Profile Uses: Chart VI.1. This become Chart VIII.2.

*RY = Reference Year
CY = Current Year

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AIA

30

College

Reference Year: 19___/19___ Current Year: 19___/19___

Use this form to report on size and composition of student body through the current year.

ENROLLMENT ITEM	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75	1975/76
FTE Freshmen								
FTE Sophomores								
FTE Juniors								
FTE Seniors								
FTE Graduate Students								
FTE Unclassified								
FTE TOTAL ENROLLMENT								
PART-TIME HEADCOUNT								
FULL-TIME HEADCOUNT								
Resident on-campus								
Resident off-campus								

ENROLLMENT ITEM	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84
FTE Freshmen								
FTE Sophomores								
FTE Juniors								
FTE Seniors								
FTE Graduate Students								
FTE Unclassified								
FTE TOTAL ENROLLMENT								
PART-TIME HEADCOUNT								
FULL-TIME HEADCOUNT								
Resident on-campus								
Resident off-campus								

Data Sources: Student Services, Registrar
Institutional Profile Uses: Charts I.1, I.2, I.3, I.4

1.2 AND I.5 NUMERICAL SUMMARY OF ENROLLMENT

College _____

ENROLLMENT ITEM	Reference Year 19___/19___ M*	F	TOT	Current Year 19___/19___ M	F	TOT	Percentage Change M	F	TOT
FTE Freshmen									
FTE Sophomores									
FTE Juniors									
FTE Seniors									
FTE Graduate Students									
FTE Unclassified									
TOTAL FTE ENROLLMENT									
PART-TIME HEADCOUNT									
FULL-TIME HEADCOUNT									
Resident on-campus									
Resident off-campus									
% of Full-Time Students Living on Campus									
% of FTE Enrollment That is Full-Time									
Dormitory Capacity									
% of Dormitory Capacity Used									

Data Sources: Registrar, Student Services
Institutional Profile Uses: This becomes Chart I.5.

M = Male
F = Female
TOT = Total

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/NED

_____
College

Reference Year: 19___/19___ Current Year: 19___/19___

Use this form to report on size and composition of staff through the current year.

STAFF ITEM	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75	1975/76
FTE Faculty								
FTE Administrative								
FTE Clerical & Support								
FTE Facilities-Related*								
TOTAL FTE STAFF								
FTE Student Enrollment								
FTE Student/FTE Staff								
FTE Student/FTE Faculty								

STAFF ITEM	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84
FTE Faculty								
FTE Administrative								
FTE Clerical & Support								
FTE Facilities-Related*								
TOTAL FTE STAFF								
FTE Student Enrollment								
FTE Student/FTE Staff								
FTE Student/FTE Faculty								

* Facilities-related staff includes building and grounds operating, custodial, and maintenance personnel, and skilled crafts people on the institutional payroll.

Data Sources: Personnel Office
Institutional Profile Uses: Charts II.1, II.2, II.3, III.3, V.4, VII.2

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AED

_____
College

Use this form to report the number of students graduating in each major offered by the college. Describe how you have counted students who major in more than one department: _____.

ACADEMIC DEPARTMENT	NUMBER OF GRADUATES IN MAJOR Reference Year 19___/19___	 Current Year 19___/19___
TOTAL GRADUATES		

Data Sources: Registrar
Institutional Profile Uses: Chart III.1

Planning Guide for Small Colleges
Conference of Small Private Colleges and Educational Facilities Laboratories/AID

_____
College

Use this form to report on all courses given by the college during the Reference Year or Current Year. Use one sheet for each academic department.

_____ Reference Year: 19____/19____

_____ Current Year: 19____/19____

_____
Academic Department

COURSE	#CRED.HRS	ENROLLMENT*	# STUDENT CREDIT HOURS	COURSE MEETING LOCATION: Lab or Studio	Classrm	Faclty Office	off campus

DEPARTMENT TOTAL: # COURSES = _____ # STUDENT CREDIT HOURS = _____

* If the course is divided into sections which meet entirely separately, list section enrollments, eg. 20;30;15. If the course meets both in large lecture and small recitation sections, list lecture size with sections in parentheses, eg. 65 (20,30,15).

Data Sources: Registrar, Academic Department Heads
Institutional Profile Uses: Charts III.1, III.2, III.3

_____
College

Reference Year 19____/19____

Course Sections <=5		
	Subtot	% of Tot
Course Sections 6-10		
	Subtot	% of Tot
Course Sections 11-15		
	Subtot	% of Tot

SUBTOT 1-15:_____

Course Sections 16-30		
SUBTOT 16-30:_____		% of Tot
Course Sections 31-60		
SUBTOT 31-60:_____		% of Tot
Course Sections >60		
SUBTOT >60:_____		% of Tot

TOTAL # COURSE SECTIONS_____

Current Year 19____/19____

Course Sections <=5		
	Subtot	% of Tot
Course Sections 6-10		
	Subtot	% of Tot
Course Sections 11-15		
	Subtot	% of Tot

SUBTOT 1-15:_____

Course Sections 16-30		
SUBTOT 16-30:_____		% of Tot
Course Sections 31-60		
SUBTOT 31-60:_____		% of Tot
Course Sections >60		
SUBTOT >60:_____		% of Tot

TOTAL # COURSE SECTIONS _____

Data Source: Basic Data Form 3.2
Institutional Profile Uses: Charts III.2, III.3

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AID

_____
College

Reference Year: 19___/19___ Current Year: 19___/19___

Use this form to report on physical facilities expenditures, through the current year.

EXPENDITURE ITEM	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75	1975/76
Total Institutional								
Total Physical Facilities								
Utilities								
Operations & Maintenance								
Repair and Renewal								
Facilities/Tot Institutional								
Utilities/Facilities								
O&M/Facilities								
Repr & Renwl/Facilities								

EXPENDITURE ITEM	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84
Total Institutional								
Total Physical Facilities								
Utilities								
Operations & Maintenance								
Repair and Renewal								
Facilities/Tot Institutional								
Utilities/Facilities								
O&M/Facilities								
Repr & Renwl/Facilities								

Data Sources: Institutional Financial Audits
Institutional Profile Uses: Chart IV.3

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AID

_____
College

Use this form to report in detail all institutional expenditures for the Reference Year and Current Year. Use the same categories of expenditure as are used in annual reports. The facilities cost data may be more detailed than normally reported.

	Reference Year 19___/19___		Current Year 19___/19___		Percentage Change	
TOTAL Expenditures:						
EXPENDITURE ITEM	$ Amount	% of TOT	$ Amount	% of TOT	% Change	Change in % Alloc.
Education and General						

Data Sources: Institutional Financial Audits
Institutional Profile Uses: Charts IV.1, IV.2, IV.4, VII.2

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories, AIA

EXPENDITURE ITEM	Reference Year 19___/19___ $ Amount	Reference Year 19___/19___ % of TOT	Current Year 19___/19___ $ Amount	Current Year 19___/19___ % of TOT	Percentage Change % Change	Percentage Change Change in % Alloc.
Auxiliary Enterprises						

PHYSICAL FACILITIES EXPENDITURE SUMMARY

Total Facilities						
Academic Facilities						
Utilities						
Oper. and Maintenance						
Repair & Renewal						
Dorms & Dining Halls						
Utilities						
Oper. and Maintenance						
Repair & Renewal						

INSTITUTIONAL EXPENDITURES - DETAILED 4.2
Page 2 of 2

College

Reference Year: 19___/19___ Current Year: 19___/19___

Use this form to report on campus space allocation by use. Two different methods are presented -- use both.

	Reference Year	Current Year	% Change
Total Gross Sq Ft			
Total Net Sq Ft			

ACADEMIC SPACE VS DORMS AND DINING HALLS

This distinction is commonly made by institutions, expecially if dorms and dining halls are operated as auxiliary enterprises and cost of operating and maintaining this space is computed separately. Since dorm and dining hall space often costs twice as much as academic (all other) space, facilities decisions should be based on this knowledge.

Academic: Gross Sq Ft			
Academic: Net Sq Ft			
Dorms & Dining: Gross SF			
Dorms & Dining: Net Sq Ft			

MAJOR USE CATEGORIES

The categories used here are those used in HEGIS reports of 1972 and 1974, which many institutions already have computed. They are used here because it may be simplest for an institution to start with one of those years and adjust for changes. All categories are in Net Square Feet. HEGIS space categories are defined on Basic Data Form 5.1a.

	Reference Year	Current Year	
	Net Sq Ft	Net Sq Ft	% of Tot
Classrooms			
Laboratories & Studios			
Offices			
Study			
Special Use			
General Use			
Suporting			
Health Care			
Residential			
Unclassified			

Data Sources: Physical Plant Department
Institutional Profile USes: Charts V.1, V.2, V.3, V.4, VII.2

FACILITIES PLANNING FOR SMALL COLLEGES
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Definitions are adapted from, and based on HEGIS Classification Systems. Many colleges have already classified campus space using this system.

Classrooms: general purpose classrooms, lecture halls, seminar rooms

Laboratories: includes regular and special class, individual study, and research laboratories and related service rooms; art or dance studios, language laboratories and other special purpose teaching space

Offices: includes office service areas and office-related conference rooms

Study Facilities: include reading and study rooms, library stacks and service rooms

Special Use Facilities: includes physical education and athletic facilities and spectator areas, TV and radio studios and services, field-house, armory, greenhouse, animal care facilities

General Use Facilities: includes assembly and exhibition areas, food service, lounge and general recreation, merchandising, meeting rooms and locker rooms, and support areas special to any of these

Supporting Facilities: includes vehicle storage and service, shops, storage, data processing and computer facilities, central food storage and laundry

Health Care: patient rooms, nursing areas, treatment and surgery spaces, laboratories, waiting rooms, and all other health care areas

Residential: bedrooms, suites, toilet/bath areas, apartments, houses

Unclassified: unfinished, inactive, in process of conversion, etc.

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AID

_____
College

Use this form to report on the current weekly and yearly use patterns of spaces on the campus that are regularly scheduled: classrooms, gyms, conference rooms, and laboratories.

Use one form for each room. Most rooms will probably be scheduled by the registrar, but some commonly used rooms may be scheduled by an academic department office, library, or athletic department.

Capacity_____ Primary Use_____ Room _____

Size_____ NetSF Scheduled by_____ Building_____

WEEKLY USE:
(as regularly scheduled, or a typical representative week)

	M	T	W	Th	Fr	S	S
8							
9							
10							
11							
noon							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

For formal scheduled uses (team practice, class, lab), write the course number or other identifier in the appropriate area and the number of people participating: Bio 103 /24

For informal use or preparation time, mark the area in the following manner: Lab Prep

YEARLY USE: Check off months this room is regularly used: Sept___ Oct___ Nov___ Dec___ Jan___ Feb___ Mar___ Apr___ May___ June___ July___ Aug___

Data Sources: Registrar, Academic Department Heads, and others responsible for scheduling space
Institutional Profile Uses: Charts VI.2, VI.3, VII.3

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AED

_____
College

Use this form to compute scheduled utilization for selected room categories. Use one sheet for each room category.

Room Category:

____ Seminar, capacity <= 15
____ Classroom, capacity 16-30
____ Classroom, capacity 31-60
____ Lecture/Auditorium, capacity >60
____ Laboratory or studio
____ Other: _____

Suggested 100% Utilization Basis
Weekday = 50 hrs (8am-6pm, M-F)
Evening = 25 hrs (6pm-11pm, M-F)
Weekend = 30 hrs (8am-11pm, Sat & Sun)

Alternatate 100% Utilization Basis
Weekday = _____
Evening = _____
Weekend = _____

	NUMBER OF HOURS OF SCHEDULED USE		
Room	Weekday	Evening	Weekend
TOTALS: # Rooms	# Hrs. Use	# Hrs. Use	# Hrs. Use

HOURS OF MAXIMUM POSSIBLE USE = # ROOMS X 100% BASIS:

_____ _____ _____

% UTILIZATION = HOURS ACTUALLY USED ÷ HOURS OF MAXIMUM POSSIBLE USE:

_____ _____ _____

Data Sources: Basic Data Form 6.1

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AID

SUMMARY OF CAMPUS BUILDINGS: SIZE, COST AND CONDITION 6.2 and VIII.1

_____
College

Current Year: 19___/19___

Use this form to record the size of each building, its operating and maintenance costs, and its general condition.

Building	Gross SqFt	Net SqFt	Current Year O&M Cost*	General Condition Good	Fair	Poor

* Check methods used to arrive at building O&M costs:

_____Actual recorded cost for each building.

_____Estimated, using the following campus averages:

$_____/Gross SF Academic

$_____/Gross SF Dorm & Dining Hall

Data Sources: Physical Plant Department.

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AED

6.3 and VIII.2 CAMPUS ROOM INVENTORY BY BUILDING

_____
College

Reference Year: 19___/19___ Current Year: 19___/19___

Use this form to record how many of each kind of room specified were located in each campus building in the Reference Year, and how many are located in each campus building in the Current Year.

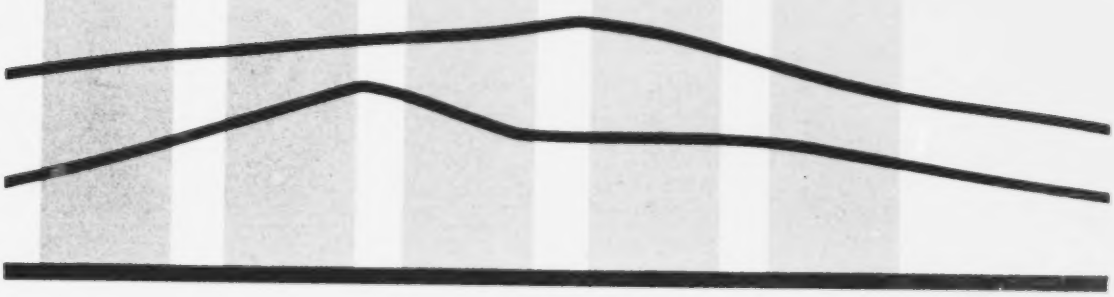
BUILDING	Seminar/ Conference Rooms Capacity <15		Classrooms Capacity 16-30		Classrooms Capacity 31-60		Lecture/ Auditorium Capacity >60		Studios, Labs, and Practice Rooms		Lounges Game, and Rec Rooms		Faculty Offices		Admin Offices		Dorm Capacity	
	RY*	CY	RY	CY	RY	CY	RY	CY	RY	CY	RY	CY	RY	CY	RY	CY	RY	CY
TOTALS																		
Campus Total																		
Change, RY to CY																		

Data Sources: Physical Plant Department, possibly supplemented by building survey for the Current Year.
Institutional Profile Uses: Chart VI.1. This become Chart VIII.2.

*RY = Reference Year
CY = Current Year

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AID

INSTITUTIONAL PROFILE



- NOTES AND INSTRUCTIONS
- CASE STUDY
- BLANK FORMS

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I.3 Composition of Student Body by Class (Freshman, Sophomore, Junior, Senior, and Unclassified)
I.4 Size of Single Cohort Class, From Entrance for Four Year
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Conference of Small Private Colleges and Educational Facilities Laboratories NJE

INSTITUTIONAL PROFILE: NOTES AND INSTRUCTIONS

The Institutional Profile consists of 27 charts and graphs for displaying the information gathered and computed on the Basic Data Forms. For each chart or graph there is a set of analysis questions to help members of the college community think through the meaning of the information. The Institutional Profile is the planning document for the college, the compendium of vital statistics.

Notes and Instruction on Making the Charts. Use the completed case study charts as a guide to making your own charts. The Basic Data Forms are the source for all profile charts and graphs. At the bottom of each Basic Data Form is a line that says which Institutional Profile chart uses the data. Once you have completed the Basic Data Forms, you simply transfer and plot numbers to fill in the graphs.

Reference Year and Current Year. On the trend charts (I.1, I.2, I.3, II.1, II.2, IV.3) draw vertical lines to indicate Reference Year (RY) and Current Year (CY).

Percentage Change. On most of the trend charts, there is a place on the right for displaying in bar graph form the percentage change between Reference Year and Current Year of the items shown as a trend.

Projections. Projections do not need to be based on numerical computations. They are included to help people think about how a continuation of current trends would affect the future. Depending on which you think would be most useful in accomplishing this purpose, you can make future projections on the charts before distributing them, or you can have planning groups make their own projections and compare results.

Duplicates of Basic Data Forms. A few Basic Data Forms, when filled out, are used directly as Institutional Profile charts. They do not need to be changed at all. These charts are:

1.2 and I.5 Numerical Summary of Enrollment
6.2 and VIII.1 Summary of Campus Buildings: Size, Cost, and Condition
6.3 and VIII.2 Campus Room Inventory by Building

Analysis Questions. The analysis questions, located with the case study profile, should be used to help think through the meaning and the importance of the Institutional Profile information. There are perhaps four underlying themes behind the questions, which suggest how the data may be most useful to a planning process.

1. A Perception Check. Most people carry around images of their institutional environment which are incomplete and sometimes at odds with the facts. Therefore a first goal in studying the charts is to fill in gaps in knowledge and to check individual perceptions against the facts. Wherever mismatches are found between perception and reported fact, plan to spend time uncovering the reasons and establishing a commonly accepted base of information.

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AID

2. Past and Future Trends. A major theme is to use past changes to force serious thinking about the future. We are saying, "Here's where you've been going. Think about where this will put you in the near future, if current trends continue. Do you like that? If not, think about what the college can do to make changes."

3. Relationship to Facilities. Since our prime concern is facilities, analysis questions keeps asking people to think about the connections between enrollment and facilities, educational program and facilities, etc. People must draw on their wider experience and knowledge of the college to make these relationships clear.

4. Background for Discussion of Politics and Values. A comprehensive, neutral display of information is one of the best methods for highlighting important political issues. Probe for, and pay attention to, responses which begin, "Yes, but...."

   For example:

   "Yes, we could improve utilization, but we feel strongly about not having evening classes."

   "The reason that room is never used is that it is hot and stuffy, crowded, and noisy."

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AIA

I. ENROLLMENT

I.1 Total FTE, Full-time, and Part-time Enrollment

I.2 Total FTE, Campus Residents and Off-Campus Residents

I.3 Composition of Student Body by Class (Freshman, Sophomore, Junior, Senior, and Unclassified)

I.4 Size of Single Cohort Class, From Entrance for Four Years

I.5 Numerical Summary of Enrollment

I.1 TOTAL FTE, FULL-TIME, AND PART-TIME ENROLLMENT

Q1. Describe the enrollment trends over the last 10 to 15 years -- for FTE students, full-time students, and part-time students.

Q2. A single reference year has been selected for detailed comparison with the current year throughout the Institutional Profile. Does the difference between these two years reflect the general trend of the chart?

Q3. How has the balance between part-time and full-time students changed? What reasons help explain the change?

Q4. In the selected reference year, was there a comfortable match between campus facilities and students and staff? For example, was there enough dorm space, classrooms of different sizes, specialized lab space, and offices for faculty members? Did admissions, student aid and other administrative offices have enough space? Was there enough informal meeting, lounging and recreational space?

Q5. What changes in facilities and services have been instituted -- or should have been instituted -- to accommodate the changes in student body size, and the balance of full-time and part-time students? For example, do full-time and part-time students have different needs for places to study or to take meals?

Q6. Describe how well facilities meet current needs of students and faculty. Is there a general feeling now of a "comfortable fit," or do people complain of there not being enough of some kind of space, of overcrowding, or of an empty and deserted feeling?

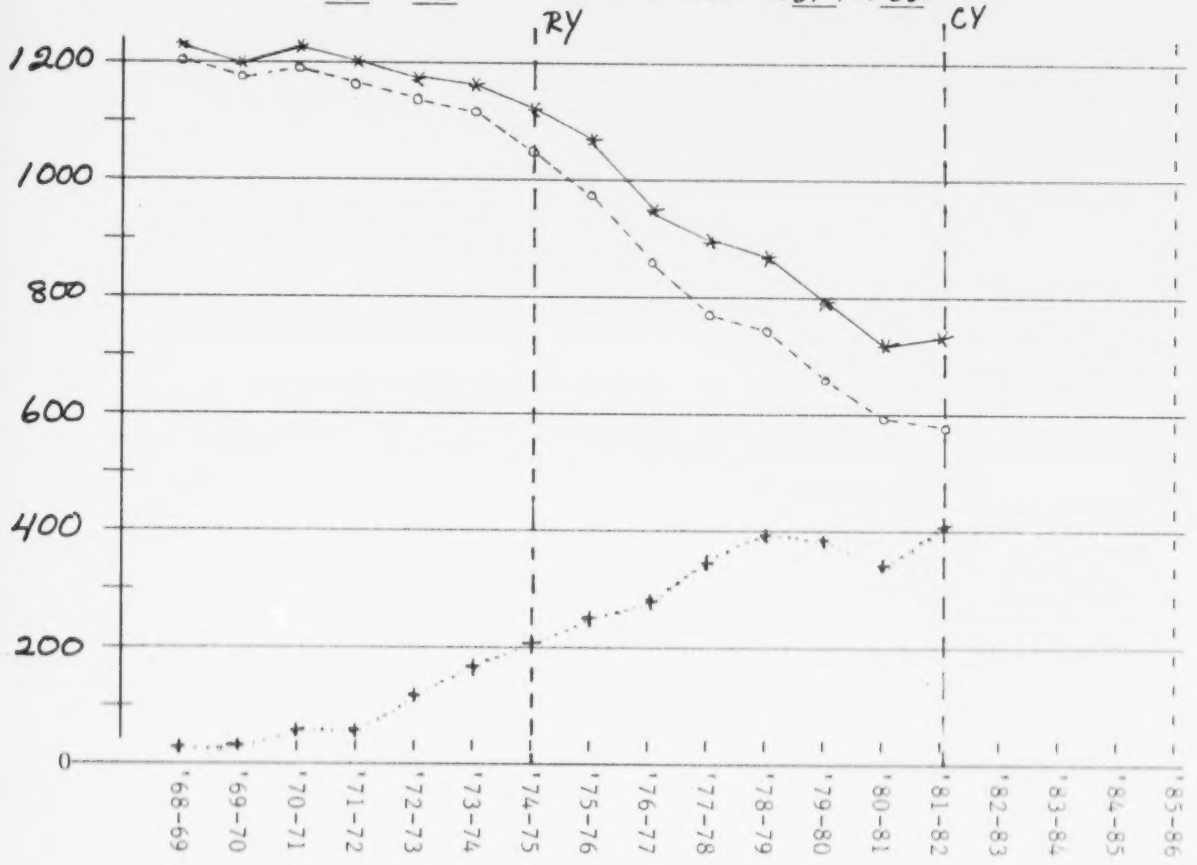
Q7. Project the total FTE, full-time, and part-time enrollments through 1985, if current trends continue.

Q8. What facility changes would those projected enrollments suggest?

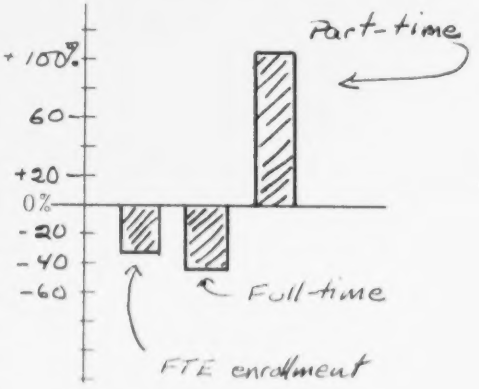
FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AED

College

Reference Year: 1974 /1975 Current Year: 1981 /1982



Percentage Change from Reference Year to Current Year



KEY: *——* FTE Enrollment
o----o Full-Time Students, Head Count
+....+ Part-Time Students, Head Count

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AED

Q1. What has been the trend of on-campus and off-campus living by students attending full-time? Has the balance been shifting or stable between residents and nonresidents?

Q2. Was the number of campus residents more or less than the dormitory capacity in the reference year? How is it in the current year?

Institutional policies often influence how many students live on campus. Examples of such policies include requirements that some or all students live on campus or that married students live off-campus, deliberate under-provision of dormitory space, and designation of men's and women's dorms.

Q3. How have institutional policies affected the number of full-time students living on-campus over the last 10 to 15 years?

Q4. What is the demand for off-campus living arrangements and what is the market availability in the community? What factors influence the demand and the market?

Q5. Project the number of off-campus and on-campus residents through 1985, if current trends continue.

Q6. What implications do the enrollment trends and projections for full-time and part-time students have for future need for traditional dormitories and for alternative types of campus housing such as cooperative dormitories, apartments, singles and suites, or married student housing?

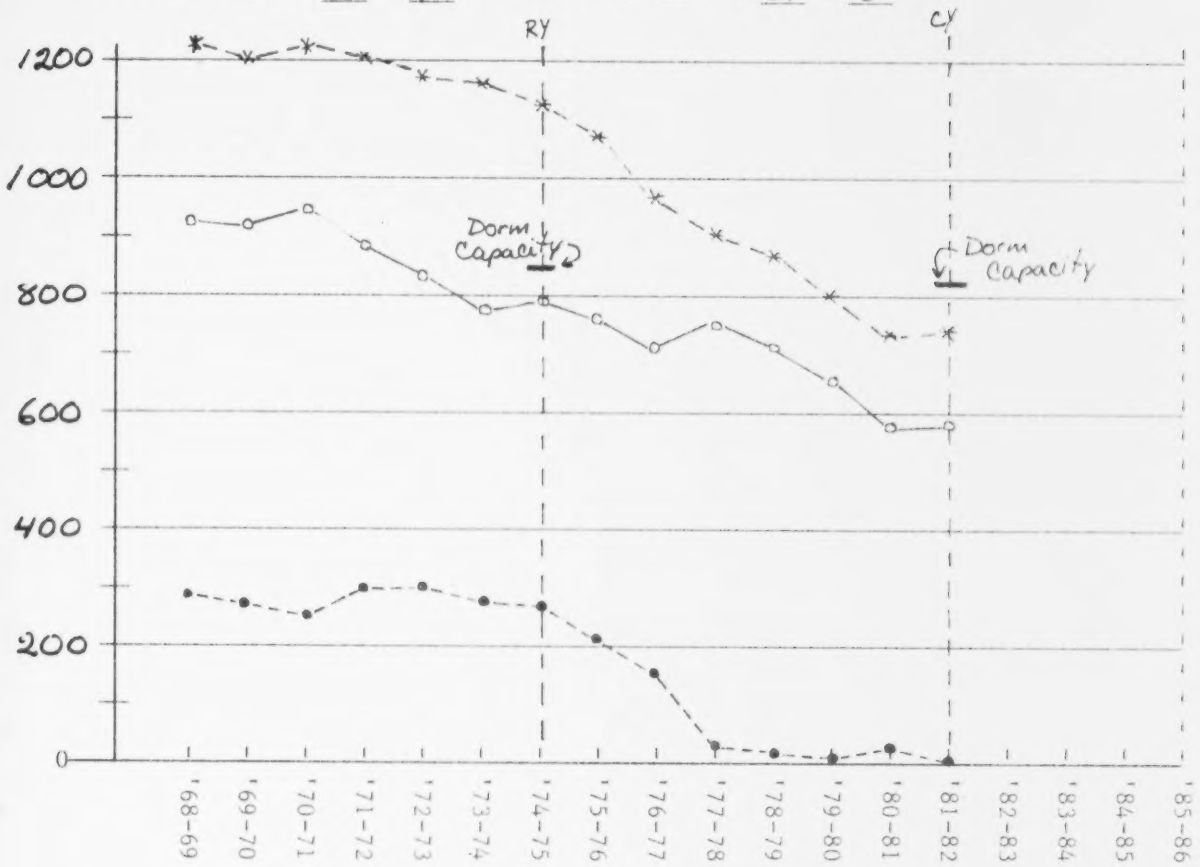
Q7. What institutional program changes, if any, are being planned that would affect demand for campus housing? Such new program initiatives might include, for example, expanded recruitment of and programs for physically handicapped or foreign students, expansion or reduction of graduate programs or special off-campus programs, or initiation of a weekend college program.

I.2 TOTAL FTE, CAMPUS RESIDENTS AND OFF-CAMPUS RESIDENTS

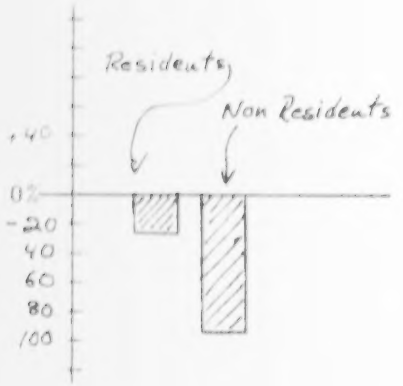
FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AED

College

Reference Year: 1974/1975 Current Year: 1981/1982



Percentage Change from Reference Year to Current Year



KEY: *---* FTE Enrollment
o——o Full-Time Students, Campus Residents
●---● Full-Time Students, Off-Campus Residents

NOTE: Mark dormitory capacity (the rated or design capacity) on the graph for Reference Year and Current Year

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AEI

I.3 COMPOSITION OF STUDENT BODY BY CLASS (FRESHMAN, SOPHOMORE, JUNIOR, SENIOR AND UNCLASSIFIED)

Q1. How has the student body changed over the past 10 to 15 years, both in size and class composition? Which classes have changed the most and which the least? How has the number of unclassified students changed?

Q2. A single reference year has been selected for detailed comparison with the current year throughout the Institutional Profile. Does the difference between these two years reflect the general trend of the chart?

Typically, college life changes as students progress through a school. Freshmen and sophomores may have more large classes and labs, while upper classmen may have more small advanced courses in their area of concentration. These changes include academic, extracurricular, and social life, and may affect use of specific campus facilities.

Q3. What changes, if any, have there been in the use of specific facilities that might be attributable to changes in the size and class composition of the student body? Consider, for example, large classrooms and laboratories; seminar rooms; library and other study facilities; gymnasium or other special use facilities; and lounge, recreation areas, and other general use facilities.

Q4. Project the class sizes through 1985, if current trends continue.

Q5. What implications do past trends and future projections have for the need for large and small classrooms, lounges and other general use facilities, and other kinds of space on campus?

Q6. What institutional policies affecting use of campus space by certain classes -- such as designating freshman or senior dorms or lounges or study areas -- need reconsideration to achieve better use of facilities?

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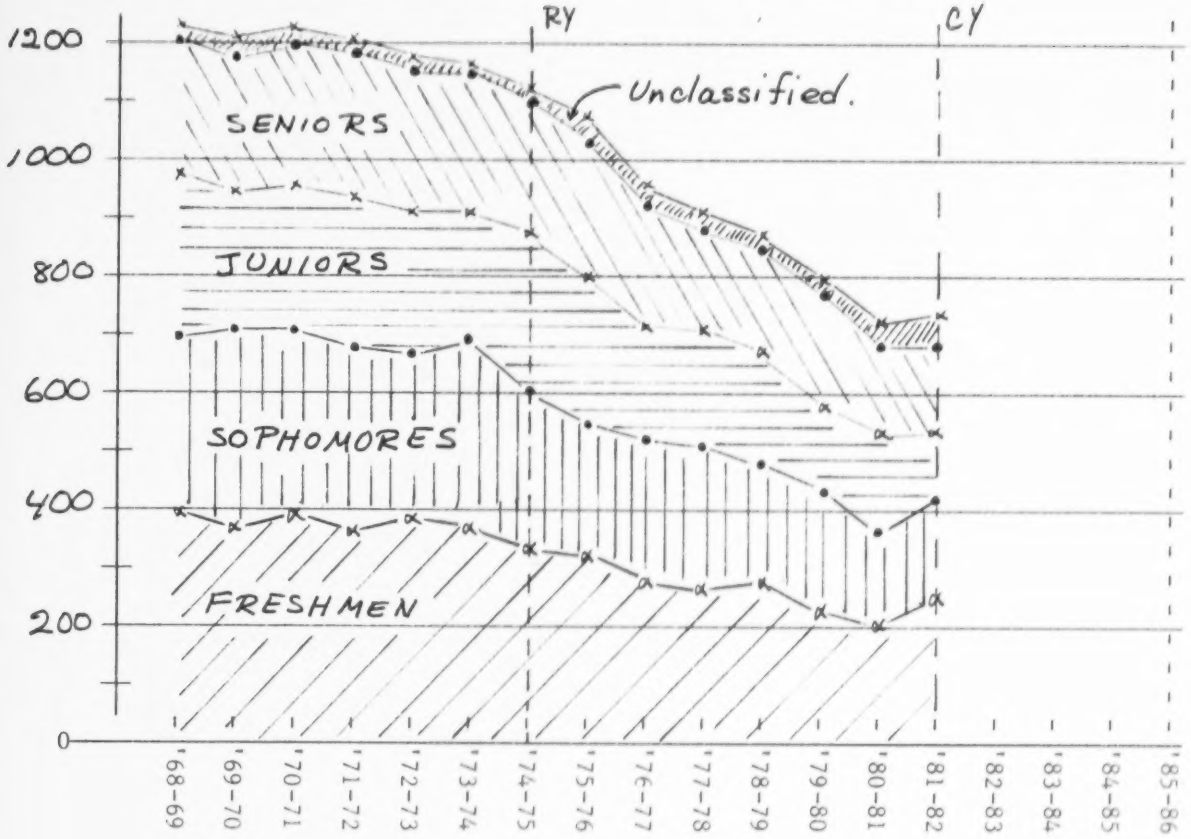
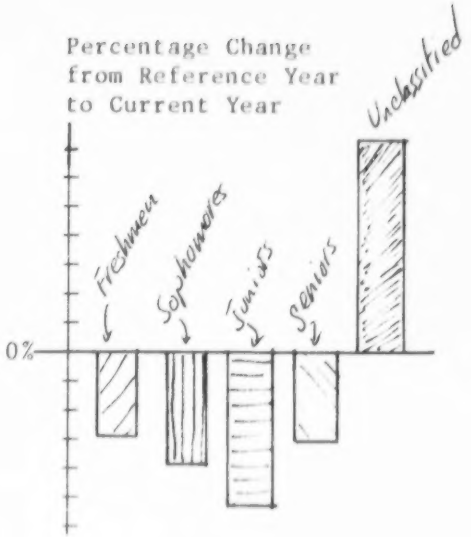
I.3 COMPOSITION OF STUDENT BODY BY CLASS (FRESHMAN, SOPHOMORE, JUNIOR, SENIOR AND UNCLASSIFIED)

College

Reference Year: 1974 /1975 Current Year: 1981 /1982





FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories AEI

This chart follows a class from freshman to senior years, recording the change in its size from year to year, as students drop out and re-enter or transfer in. The "baseline" of institutional enrollment is set by the size of the freshman class, but attrition and retention rates, and in-transfers have tremendous impact on the educational program at advanced levels and on demand for and use of facilities.

Q1. What has the trend been for size of entering freshman classes over the last 10 to 15 years?

Q2. What has been the pattern for retention and attrition between each of the four undergraduate years, and how do you interpret that pattern?

Q3. Is there anything surprising about this? Is the retention and attrition about what you expected -- year to year, and over the four years?

Q4. What does this chart reveal about changed need for campus housing, classrooms and labs, and study space in the past ten to fifteen years? How have campus facilities been changed to reflect changed need, if at all?

Q5. If some classes stand out as having particularly high or low levels of retention, can you identify contributing factors?

Q6. Project the class sizes and retention through 1985, by completing the graph, if recent trends continue.

Q7. Based on this graph and your knowledge of the institution, identify retention rates from year to year that are desirable and plausible. What policies, if any, might have to be changed to achieve the target retention rates?

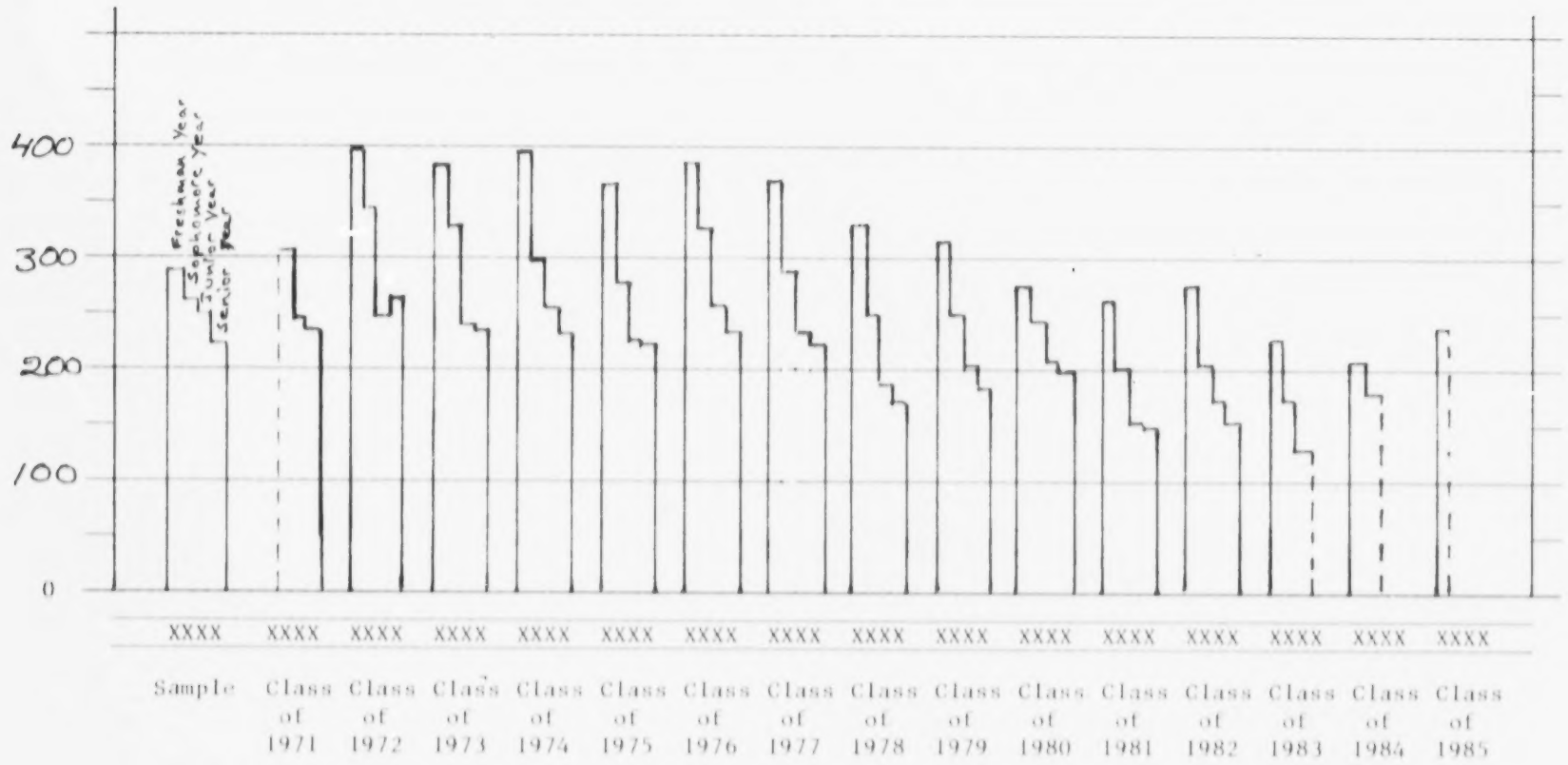
Q8. What implications does this chart, and your projections, have for the need for classrooms, labs, dormitories, and other special or general facilities on campus?

I.4 SIZE OF SINGLE COHORT CLASS, FROM ENTRANCE FOR FOUR YEARS

I.4 SIZE OF SINGLE COHORT CLASS, FROM ENTRANCE FOR FOUR YEARS

College

Reference Year: 1974/1975 Current Year: 1981/1982


400
300
200
100
0
Freshman Year
Sophomore Year
Junior Year
Senior Year
XXXX XXXX XXXX XXXX XXXX XXXX XXXX XXXX XXXX XXXX XXXX XXXX XXXX XXXX XXXX XXXX
Sample Class of 1971 Class of 1972 Class of 1973 Class of 1974 Class of 1975 Class of 1976 Class of 1977 Class of 1978 Class of 1979 Class of 1980 Class of 1981 Class of 1982 Class of 1983 Class of 1984 Class of 1985

RATIO OF GRADUATES/FRESHMAN (RETENTION GUIDE):

77% 66% 69% 60% 60% 61% 60% 50% 57% 71% 56% 56%

SIZE OF SINGLE COHORT CLASS, FROM ENTRANCE FOR FOUR YEARS I.4

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories AIA

Q1. Check this chart for trend differences between men and women students. If the overall trends are the same for both sexes, then the percent changes will be about the same.

Q2. What are the implications of trends which vary by sex for educational programs, athletics and recreation programs, and facilities, student services, housing, or other aspects of campus life which may be different for men and women students?

Q3. This chart may help to identify important new trends which as yet affect few numbers of students. Although the basic numbers will be small, the percentage changes would be great. What changes, if any, indicate major differences?

Q4. Are the ratios of men/women overall, at different grade levels, and in dormitory residence ratios with which you are comfortable? How do they compare with your perceptions?

I.5 NUMERICAL SUMMARY OF ENROLLMENT

1.2 AND I.5 NUMERICAL SUMMARY OF ENROLLMENT

College _____

ENROLLMENT ITEM	Reference Year 19 74 /19 75 M*	F	TOT	Current Year 19 81 /19 82 M	F	TOT	Percentage Change M	F	TOT
FTE Freshmen	185	148	333	148	88	236	-20	-40	-29%
FTE Sophomores	147	137	284	97	77	174	-34	-44	-39%
FTE Juniors	130	126	256	65	56	121	-50	-56	-53%
FTE Seniors	131	92	223	71	81	152	-46	-12	-32%
FTE Graduate Students	–	–	–	–	–	–	–	–	–
FTE Unclassified	9	13	22	16.6	22.6	39.2	+84	+67	+74%
TOTAL FTE ENROLLMENT	602	516	1118	397	324	722	-34	-38	-35%
PART-TIME HEADCOUNT	61	140	201	197	214	411	+223	+53	+104%
FULL-TIME HEADCOUNT	570	481	1051	331	253	585	-42	-47	-44%
Resident on-campus	335	452	787	328	250	578	-2	-45	-26%
Resident off-campus	221	43	264	3	4	7	-99	-91	-97%
% of Full-Time Students Living on Campus	59%	94%	75%	99%	99%	99%	+40	+5	+24%
% of FTE Enrollment That is Full-Time	95%	93%	94%	83%	78%	81%	-12	-15	-13%
Dormitory Capacity			838			820			-2%
% of Dormitory Capacity Used			94%			70%			-24%

Data Sources: Registrar, Student Services
Institutional Profile Uses: This becomes Chart I.5.

M = Male
F = Female
TOT = Total

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FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories NEA

II. STAFF

II.1 Staff Size and Composition

II.2 Ratios of Students to Staff and Faculty

II.3 Numerical Summary of Staff

II.1 STAFF SIZE AND COMPOSITION

Q1. How has the size of total staff changed in the past 10 to 15 years? How have the different categories of college staff (faculty, facilities-related, etc.) changed in comparison with each other?

Q2. Identify reasons for changes in total staff and composition. These might include, for example:

- o expansion or contraction of the institution;
- o changes in types of students and needed student services;
- o minimum levels reached, beyond which further reduction is not possible;
- o maximum staffing reached, beyond which further increases are not needed.

Q3. A single reference year has been selected for detailed comparison with the current year throughout the Institutional Profile. Does the difference between these two years reflect the general trend of the chart?

Q4. How have the staff changes been reflected in facilities use and allocation of space on the campus? Is there more or less office space for faculty members and administrators today compared to the reference year; or has the amount of office space changed with staff size changes of faculty and administrators?

Q5. How have changes in facilities-related staff size affected the quality of campus maintenance?

Q6. Project staff size through 1985, if current trends continue.

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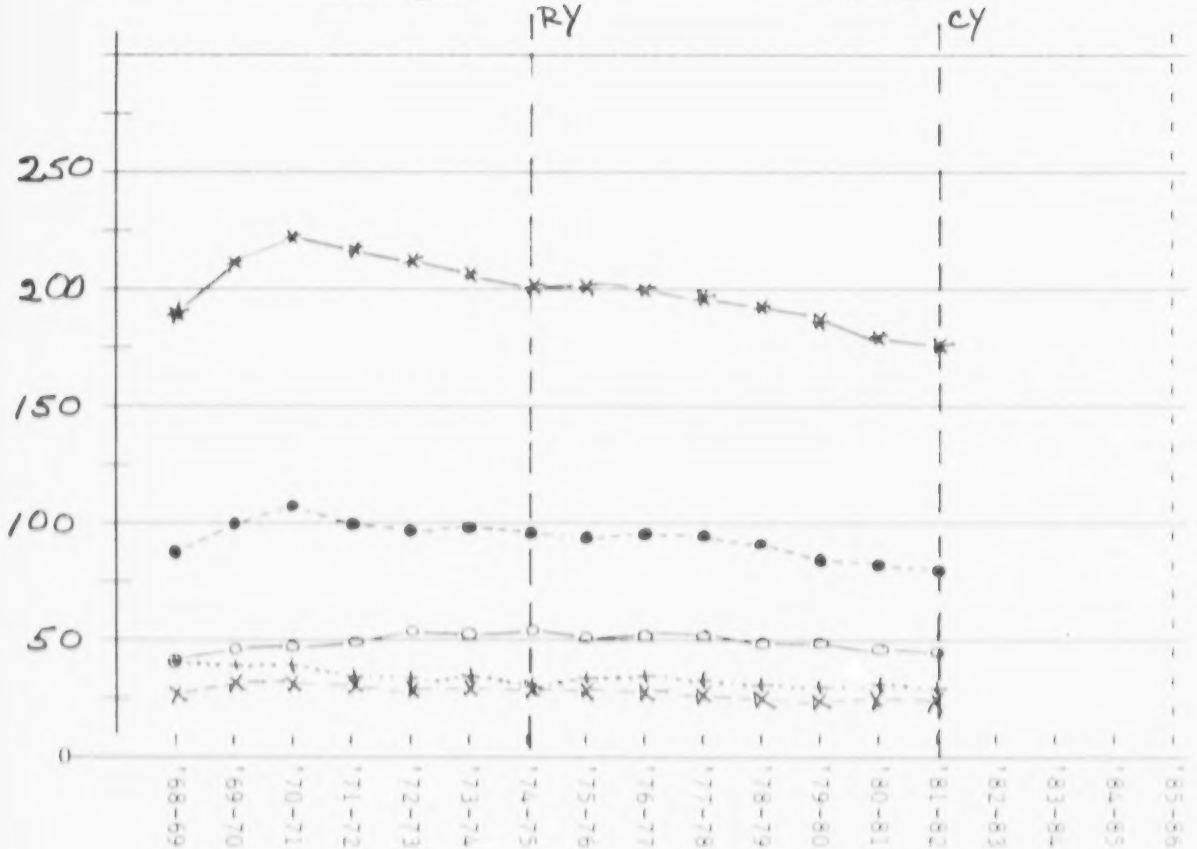
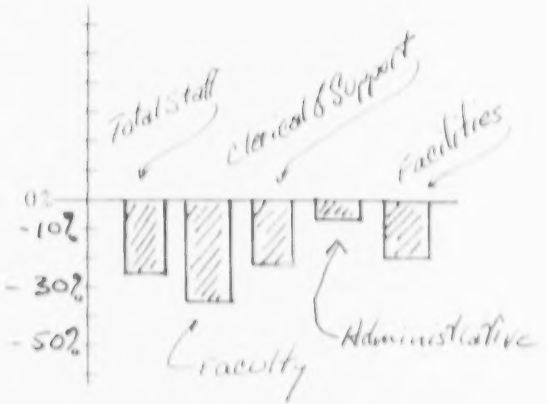
College

Reference Year: 1974/1975 Current Year: 1981/1982



KEY:
- A——A Total Staff FTE
- ●----● Faculty FTE
- o——o Clerical and Support FTE
- +....+ Administrative FTE
- X----X Facilities-Related FTE

Percentage Change from Reference Year to Current Year



Q1. How have student/faculty and student/staff ratios changed over the last 10 to 15 years?

Q2. A single reference year has been selected for detailed comparison with the current year throughout the Institutional Profile. Does the difference between these two years reflect the general trend of the chart?

Q3. How does the balance between students and staff shown by the chart compare with your perceptions?

Q4. Project the ratios through 1985, if current trends continue.

Q5. Using this chart and your knowledge of the college, what would be a good balance (ratio) of students and faculty, and students and total staff, to try to maintain?

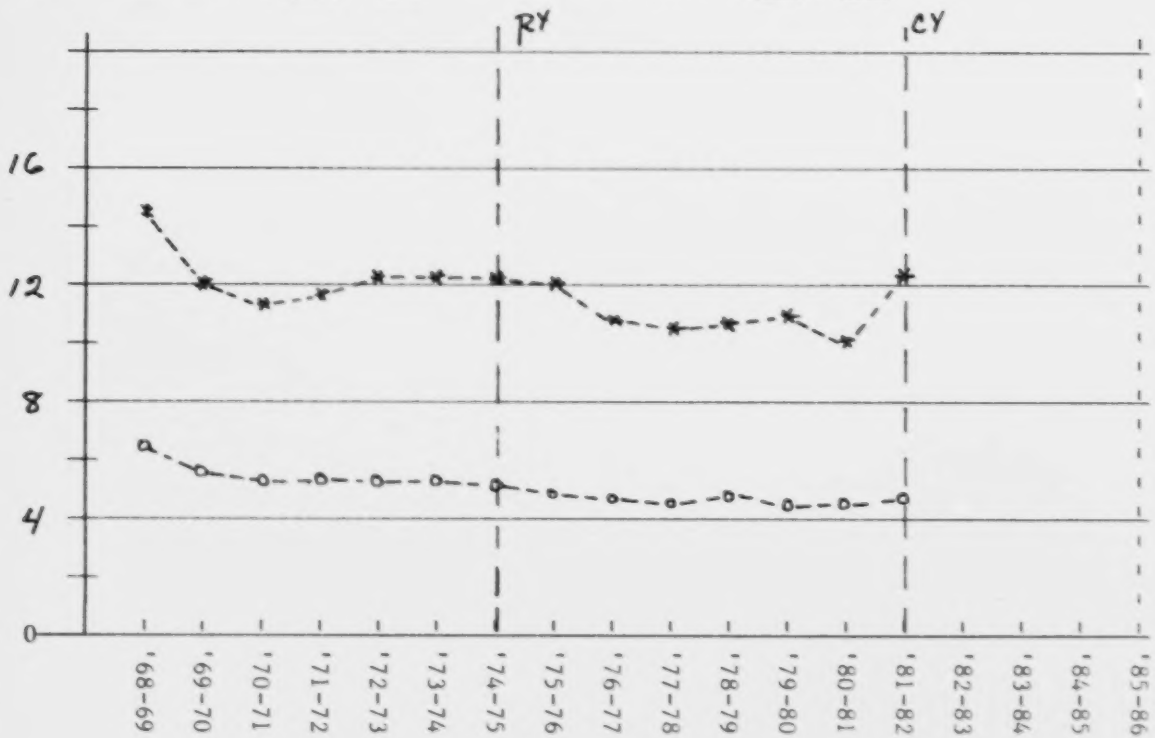
Q6. What changes in policy, if any, might be required to achieve and maintain a desired balance? For example, continued reduction of faculty and fewer areas of academic concentration, limits on allowed rate of enrollment growth, or increased recruitment of upper level transfer students.

II.2 RATIOS OF STUDENTS TO STAFF AND FACULTY

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories AIA

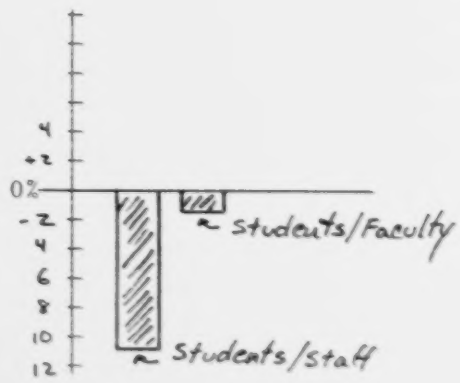
College

Reference Year: 1974/1975 Current Year: 1981/1982



KEY: o----o FTE Students/FTE Faculty
*- - * FTE Students/FTE Staff

Percentage Change
from Reference Year
to Current Year



FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories, NEA

II.3 NUMERICAL SUMMARY OF STAFF

Q1. How do changes in staff size compare with changes in student enrollment?

Q2. How have the numbers of full-time and part-time faculty changed? How do they compare to full-time and part-time enrollment?

Q3. Are you surprised by the size of any of the categories of staff?

Q4. Is the current ratio of students to faculty one that feels comfortable? If not, what would be a better target?

College

Reference Year: 1974 /1975 Current Year: 1981 /1982

	Reference Year	Current Year	% Change
FTE STUDENTS	1118	722	-35%
STAFF			
FTE Total Staff	206	152	-26%
FTE Faculty	91	58	-36%
FTE Administrative	30	29	- 3%
FTE Clerical & Support	55	42	-24%
FTE Facilities-Related	30	24	-20%
Full-Time Faculty	NOT AVAILABLE	—	—
Part-Time Faculty Head Count	NOT AVAILABLE	—	—
RATIOS			
FTE Students/ FTE Total Staff	5.4	4.7	-11%
FTE Students/ FTE Faculty	12.3	12.4	+1%

III. EDUCATIONAL PROGRAM

III.1. Educational Program Profile

III.2. Educational Program Organization by Course Section Size

III.3. Numerical Summary of Educational Program and Course Organization

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories AIA

III.1 EDUCATIONAL PROGRAM PROFILE

This chart displays the content of the college's educational program by academic department in both the reference year and current year. Two complementary indicators are used -- the number of students graduating with a department major, and the total number of student credit hours taught by the department. These two measures reflect the fact that facility requirements tend to differ for the small classes and individual advising that characterize advanced study by department majors, and for larger survey classses, and support courses that characterize introductory study by students majoring in other departments.

Q1. Which academic departments have experienced the greatest change in graduates and student credit hours, whether increased or decreased? Which departments, if any, have closed down or been consolidated since the reference year, and which, if any, are new since then?

Q2. How do academic changes as displayed compare to perceptions of the academic program offered, and of change since the reference year?

Q3. How have academic program changes resulted in change for demand and allocation of space? For example, if space is assigned by department, how has that shifted? What shifts, changes, conversions, or increased/decreased levels of demand have occurred for specific types of educational space -- such as language or science labs, seminar rooms, classrooms, or lecture halls?

Q4. Have recent program shifts -- and anticipated future shifts -- resulted in as yet unmet needs for changes in space allocation and types of educational spaces? What changes are needed?

Q5. If there are any major new academic program changes planned -- new initiatives or consolidation and phasing out of existing programs -- how will they affect needs for libraries, offices, laboratories, seminar rooms, etc?

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories

College

Reference Year: 1974/1975 Current Year: 1981/1982

Total Graduates - RY 223
Total Graduates - CY 152

Total Credit Hours - RY 18,364
Total Credit Hours - CY 14,022

Key: ---------● Reference Year
————0 Current Year

*Method of counting multiple majors:
Fractionally -- ie a double major counts as ½ in each major.

Q1. How has the profile of course section sizes changed between the reference year and current year?

Q2. What factors are responsible for this change? These might include, for example:

- o college policies about minimum, maximum, or desirable class sizes;
- o changes in enrollment unmatched by changes in course offerings;
- o limitations imposed by numbers of faculty or kinds of facilities available, etc.

Q3. How do the profiles of existing class sizes and change from the reference year, compare with common perceptions?

Q4. Have the changes in course section sizes been accompanied by facilities changes? If so, how? For example, has the college converted or changed the numbers of large and small class meeting rooms? Is there a high degree of conflict for use of some classrooms and low level of use of other classrooms? Is there a mismatch in rooms and classes -- big classes crowded in small rooms or small classes meeting in big rooms?

Q5. Given projected trends in enrollment and staffing, can the college continue to support the trend in course section sizes revealed in this chart? Is the current class size distribution considered important to the college's mission?

Q6. What does this chart suggest about a need for changes in college policies about class sizes?

Q7. What does it suggest about a need for changes in available teaching spaces?

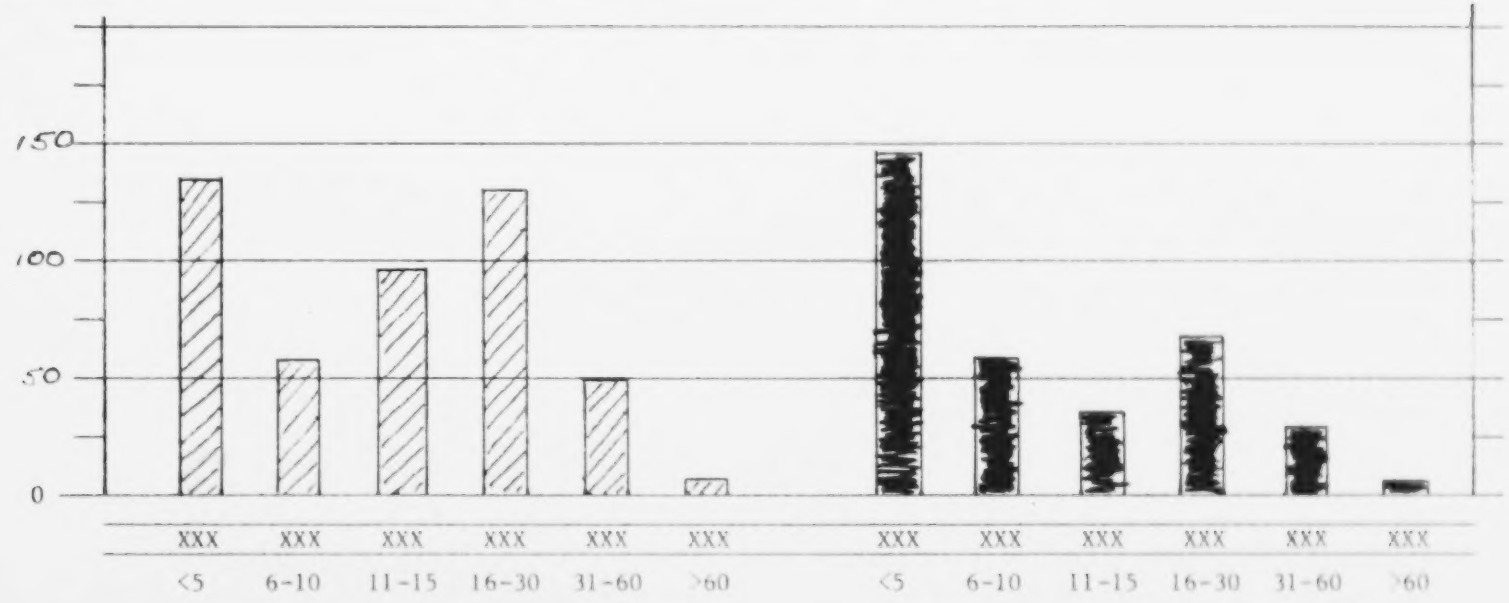
III.2 EDUCATIONAL PROGRAM ORGANIZATION BY COURSE SECTION SIZE

FACILITIES PLANNING FOR SMALL COLLEGES

_____
College

Reference Year: 19 74 /19 75 Current Year: 19 81 /19 82

Number of Sections



Total # of Sections Reference Year = 476 Total # of Sections Current Year = 339

KEY: Reference Year Current Year

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/NEA

Q1. How do the changes in number of student credit hours, courses, and course sections relate to changes in enrollment and faculty?

Are faculty members, on average, teaching more or fewer courses now than in the reference year? Does this result in more or fewer student credit hours per faculty member, on average?

Are students taking more or fewer credit hours on average?

Q2. Has the relative distribution of course sizes changed between the reference year and current year? If so, what factors account for the changes?

Q3. Have changes in numbers of course sections of different sizes been accompanied by changes in teaching spaces? If so, have they been sufficient?

How have course section size changes affected the problems and process of scheduling appropriate teaching space?

III.3 NUMERICAL SUMMARY OF EDUCATIONAL PROGRAM AND COURSE ORGANIZATION

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AIA

III.3 NUMERICAL SUMMARY OF EDUCATIONAL PROGRAM AND COURSE ORGANIZATION

College

Reference Year: 1974/1975 Current Year: 1981/1982

	Reference Year	Current Year	% Change
FTE Enrollment	1118	722	-35%
FTE Faculty	91	58	-36%
Total Student Credit Hours (SCH)	18,364	11,022	-40%
Total # SCH / FTE Enrollment	16.4	15.3	-6.7%
Total # SCH / FTE Faculty	193.3	190.0	-2%
Total # Courses Given	399	337	-15%
Total # Courses / FTE Faculty	4.4	5.8	+32%
Total # Course Sections	476	339	-29%

DISTRIBUTION OF CREDIT-BEARING COURSE SECTIONS BY SIZE

	# of Sections	% of Total	# of Sections	% of Total	% Change	Change in % Distrib.
Section Size <= 5	136	28.6%	147	43%	+8%	+14
Section Size 6-10	58	12%	58	17%	N.C.	+5
Section Size 11-15	95	20%	36	10.6%	-62%	-9.4
Section Size 16-30	131	27.5%	66	19%	-50%	-8.5
Section Size 31-60	50	10.5%	28	8%	-44%	-1.5
Section Size >60	6	1%	4	1%	-33%	N.C.

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AIA

IV. EXPENDITURES

IV.1 Current Allocation of All Institutional Expenditures

IV.2 Change in Percent Allocation of Total Institutional Expenditures

IV.3 Basic Facilities-Related Expenditures Trends

IV.4 Numerical Summary of Institutional Expenditures

Conference of Small Private Colleges and Educational Facilities Laboratories NIE

IV.1 CURRENT ALLOCATION OF ALL INSTITUTIONAL EXPENDITURES

This chart shows how physical facilities expenditures compare with other major categories of institutional expense.

If they are not clear, request an explanation from the business officer.

Q1. Are you surprised by how much of all expenditures is devoted to owning and operating campus space? Or by how large this piece of the pie is compared to others?

Q2. Does this accounting of annual expenditures include <u>all</u> funds used for facilities in the most recent year?

Some institutions have special sources of capital funds for building upkeep or major renovation which are not reported as part of the regular annual expenditures. If this is the case for your college, find out how much additional money was spent, where it came from, and what it was used for.

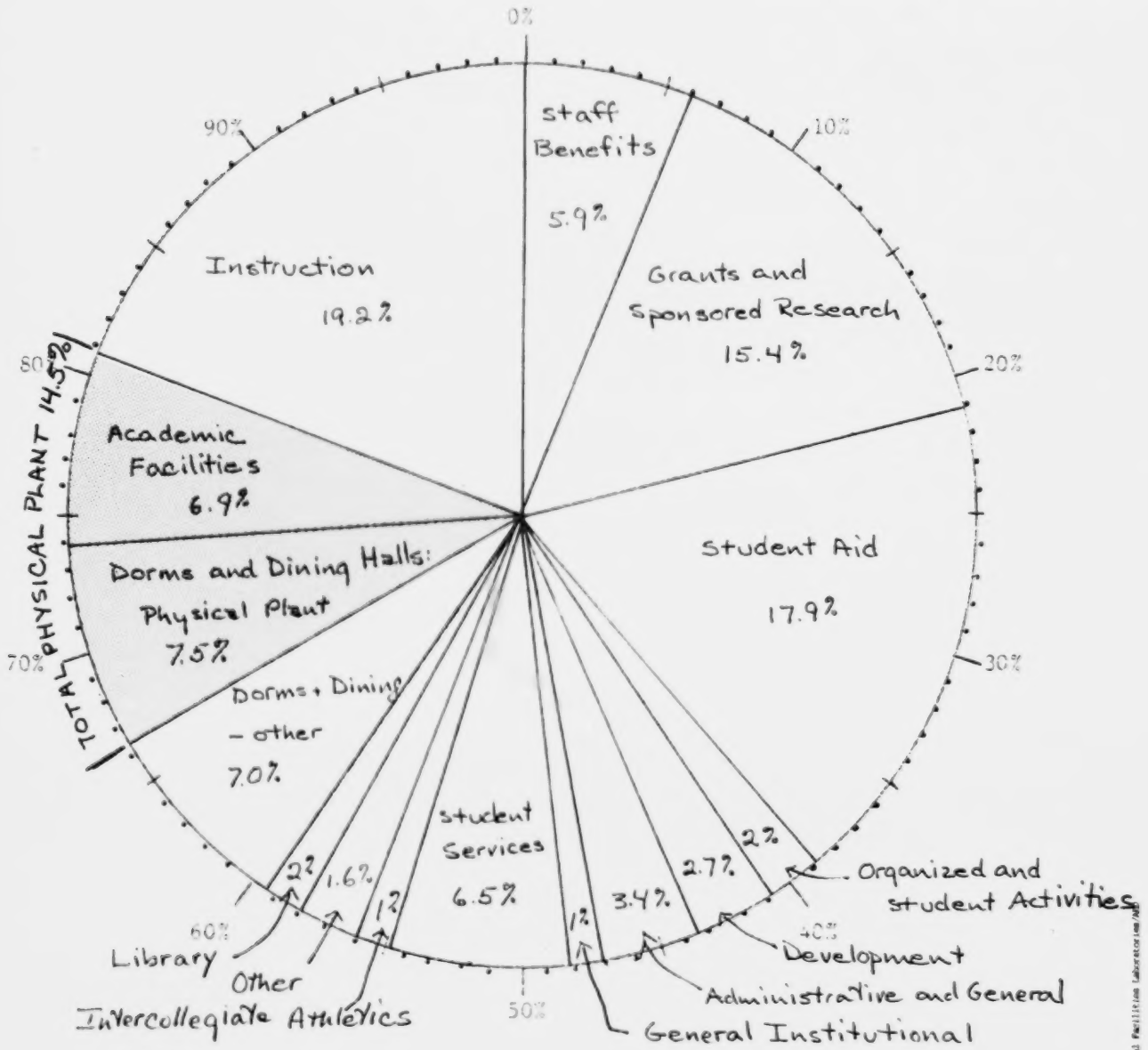
Remember that the costs of owning and operating space reported in the Institutional Profile are based on reported annual expenditures. If there were major additional funds from other sources, the space costs in the Profile will underrepresent true cost.

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/MSD

College

Current Year: 19 81 /19 82

This chart shows the percentage of total institutional expenditures allocated to each expense category.



TOTAL EXPENDITURES = $ 7,299,198

TOTAL PHYSICAL PLANT = $ 1,057,440

TOTAL UTILITIES = $ 306,208

IV.2 CHANGE IN PERCENT ALLOCATION OF TOTAL INSTITUTIONAL EXPENDITURES

This chart reports on relative shifts in institutional expenditures among the major expense categories. Total institutional expenses probably will have increased from the reference year to the current year, reflecting general inflation. If all categories increased by the same amount as the total, there would be no shift in allocation among the categories. Usually, however, there are shifts -- if one category gets a bigger piece of the pie, some other category has to get less.

Q1. How do net physical facilities expenditures today compare to the reference year, as a proportion of total institutional expenditures?

Q2. The chart breaks out two components of physical facilities expenses -- utilities and other (labor and materials). Have labor and materials expenditures kept up with the total institutional increase, fallen behind, or increased more than the average? How about utilities?

Q3. Looking back at Chart II.1., what has happened to the level of physical facilities staff? How does this relate to the expenditure level?

Q4. Looking ahead to Chart V.2., has the <u>amount</u> of space increased or decreased during this period? Have there been shifts in the <u>types</u> of spaces that you would anticipate would be more or less expensive to maintain and operate?

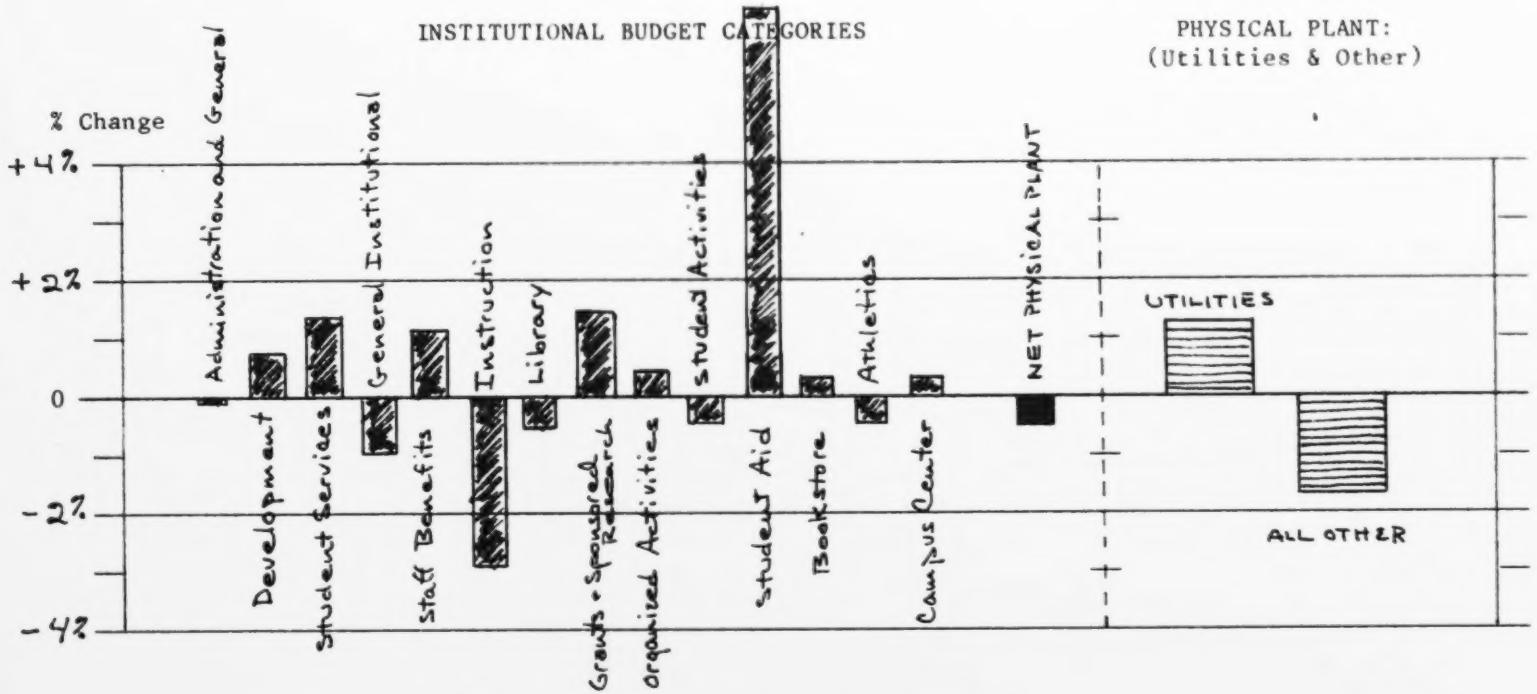
Q5. What conclusions can you draw about the level of maintenance being provided today, compared to the reference year? How does this compare to your perceptions of the quality of maintenance being provided?

FACILITIES PLANNING FOR SMALL COLLEGES

IV.2 CHANGE IN PERCENT ALLOCATION OF TOTAL INSTITUTIONAL EXPENDITURES

College

Reference Year: 1974/1975 Current Year: 1981/1982



Total Expenditures, Reference Year = $4,870,926

Total Expenditures, Current Year = $7,299,198

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AED

IV.3 BASIC FACILITIES-RELATED EXPENDITURE TRENDS

In many colleges, physical facilities expenditures have remained roughly constant, as a percentage of total expenditures. However, because of the enormous increase in utilities costs, this has been accomplished only by spending proportionally less for materials and labor for facilities maintenance. Utilities have taken a larger and larger bite out of physical facilities expenditures. The result has been that needed maintenance has been deferred and campus facilities are deteriorating. This chart will help you see whether this has happened on your campus.

Q1. Have physical facilities expenditures increased, remained the same, or decreased as a percentage of total expenditures?

Q2. Have utilities taken more, less, or the same percentage of the physical facilities allocation?

Q3. A single reference year has been selected for detailed comparison with the current year throughout the Institutional Profile. Does the difference between these two years reflect the general trend of the chart?

Q4. How would you describe the level and quality of maintenance in the reference year, and in the current year? Can you relate that to the expenditure chart?

Q5. Project each of the three charts to 1985, continuing current trends.

Q6. Taking into account the current state of repair of the campus, the age of buildings, and the expenditure trends, what do you anticipate the impact to be on the quality of the physical plant if trends continue and the amount of space remains constant?

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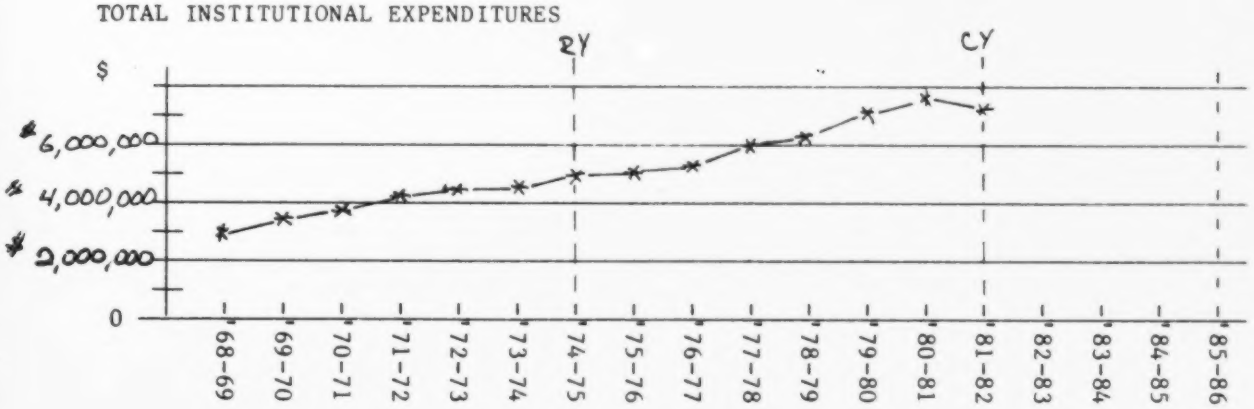
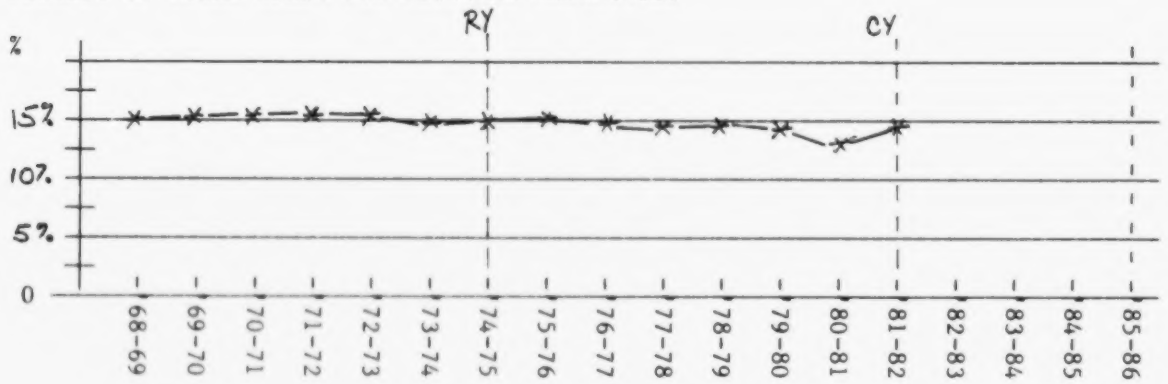
College

Reference Year: 19 74/19 75 Current Year: 19 81/19 82

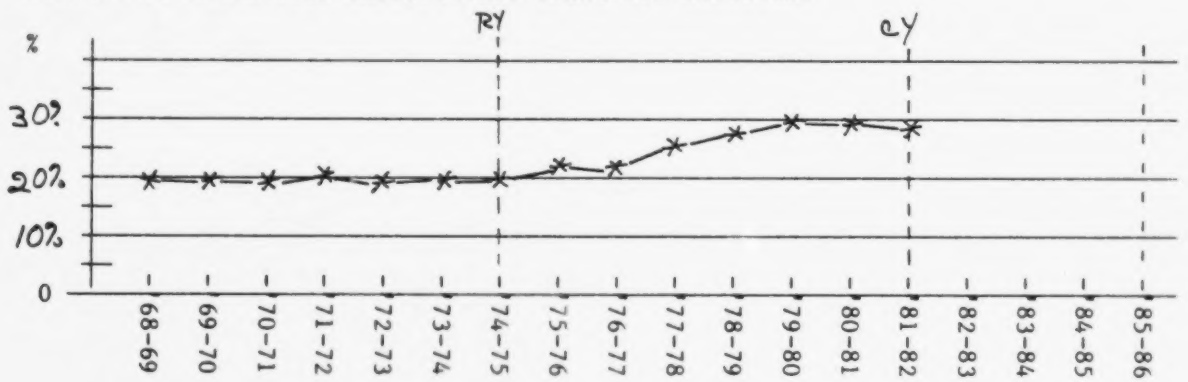
TOTAL INSTITUTIONAL EXPENDITURES



PERCENT OF TOTAL SPENT FOR PHYSICAL FACILITIES



PERCENT OF FACILITIES EXPENDITURES SPENT FOR UTILITIES



The column reporting the percentage change for each item provides another way for tracing relative changes among expenditures. The percentage change of total institutional expenditures is the baseline change, and changes in other items can be compared to the total change.

Q1. Which line items have increased the most and least? Can you identify reasons for those differences?

Q2. How do increases for dorms and dining halls, and for academic facilities compare with other expense categories?

How do they compare with utilities?

Q3. What is your reaction to the change between the reference year and current year in facilities as a proportion of total expenditures, and utilities as a proportion of facilities? How does that compare with your perceptions?

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IV.4 NUMERICAL SUMMARY OF INSTITUTIONAL EXPENDITURES

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/HEP

College

Reference Year: 1974/1975 Current Year: 1981/1982

	Reference Year	Current Year	% Change
Total Institutional	$4,870,926	$7,299,198	+50%
Education and General (E&G)	$3,672,734	$6,141,613	+67%
Auxiliary Enterprises	$1,088,308	$1,313,856	+20%
MAJOR INSTITUTIONAL EXPENDITURE CATEGORIES			
Instruction	$1,076,675	$1,401,446	+30%
Staff Benefits	223,804	430,653	+84%
Grants + Sponsored Research	681,930	1,124,076	+65%
Library	121,793	145,984	+20%
Student Services	253,388	474,448	+87%
Development	97,498	197,078	+102%
Administrative + General	170,682	248,172	+45%
General Institutional	97,518	72,992	-25%
Academic Facilities	304,822	506,651	+66%
Utilities	76,534	170,154	+122%
Auxiliary Enterprises-Facilities	(NOT AVAILABLE)		
Utilities	(" ")		
Dorms & Dining Halls-Facilities	422,863	550,789	+30%
Utilities	67,055	136,409	+103%
Facilities / Tot Institutional	14.9%	14.5%	-0.4
Utilities / Facilities	19.7%	29%	+9.3
Total E&G / FTE Students	$3285	$8506	+159%

V. CAMPUS SPACE

V.I Current Campus Space Allocation by Use

V.2 Change in Total Campus Space and Allocation

V.3 Balance of Space, Students, and Staff

V.4 Numerical Summary of Campus Space Allocation by Use

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AIA

V.1 CURRENT CAMPUS SPACE ALLOCATION BY USE

Q1. How does the current distribution of campus space for different uses compare with your perceptions? How does it compare with your intuition of how space is, or ought to be, allocated?

Q2. Do any of the uses strike you as taking particularly much or particularly little space?

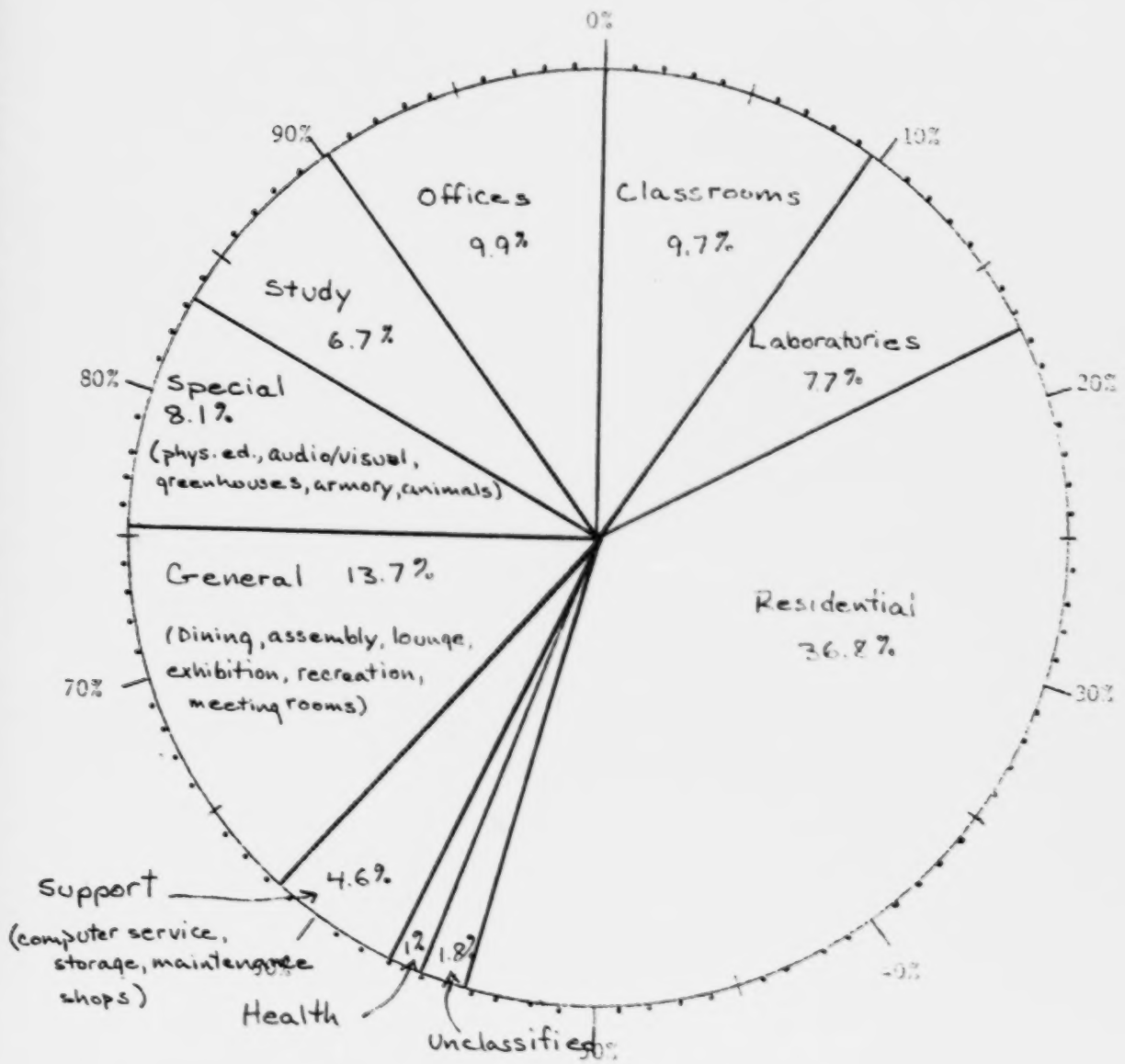
Q3. If you were to significantly consolidate space on the campus, what does this chart tell you about such an undertaking? (In terms of amount of space and likely sources or possible need to reduce amount of space in several categories.)

Q4. Is the current space allocation in line with the need?

College

Current Year: 19 81 /19 82

This chart shows the percentage of total net square feet of campus facilities allocated to each space use category.



TOTAL GROSS SQUARE FEET = 593,107

TOTAL NET SQUARE FEET = 359,200

NET SQUARE FEET = 61 % OF GROSS SQUARE FEET

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AED

V.2 CHANGE IN TOTAL CAMPUS SPACE AND ALLOCATION

Q1. How has the total amount of campus space changed between the reference year and the current year? How does that compare to total enrollment changes?

Q2. Chart I.2. shows full-time students and dormitory capacity. How does the change in residential space shown on this chart relate?

Q3. Look at the changes in the amount of space in each use category.

- o Can you identify specifically what the change represents (a new building, conversion of uses, etc.)?
- o Are people generally aware of the shift in space allocation?
- o How do the shifts in space allocation relate to the changes in enrollment, student body composition, and staff trends?

Q4. What policy changes, if any, have influenced space allocation shifts in dormitory space, library and study spaces, classrooms and offices? These might include changes in academic program emphasis, introduction of new programs or termination of old programs, increase in part-time faculty, or admission of more older and part-time students.

Q5. Looking at projected enrollment and staff trends, what implications can you draw about changed needs for each category of space?

Q6. What policy changes being contemplated for the near future would affect need for each category of space?

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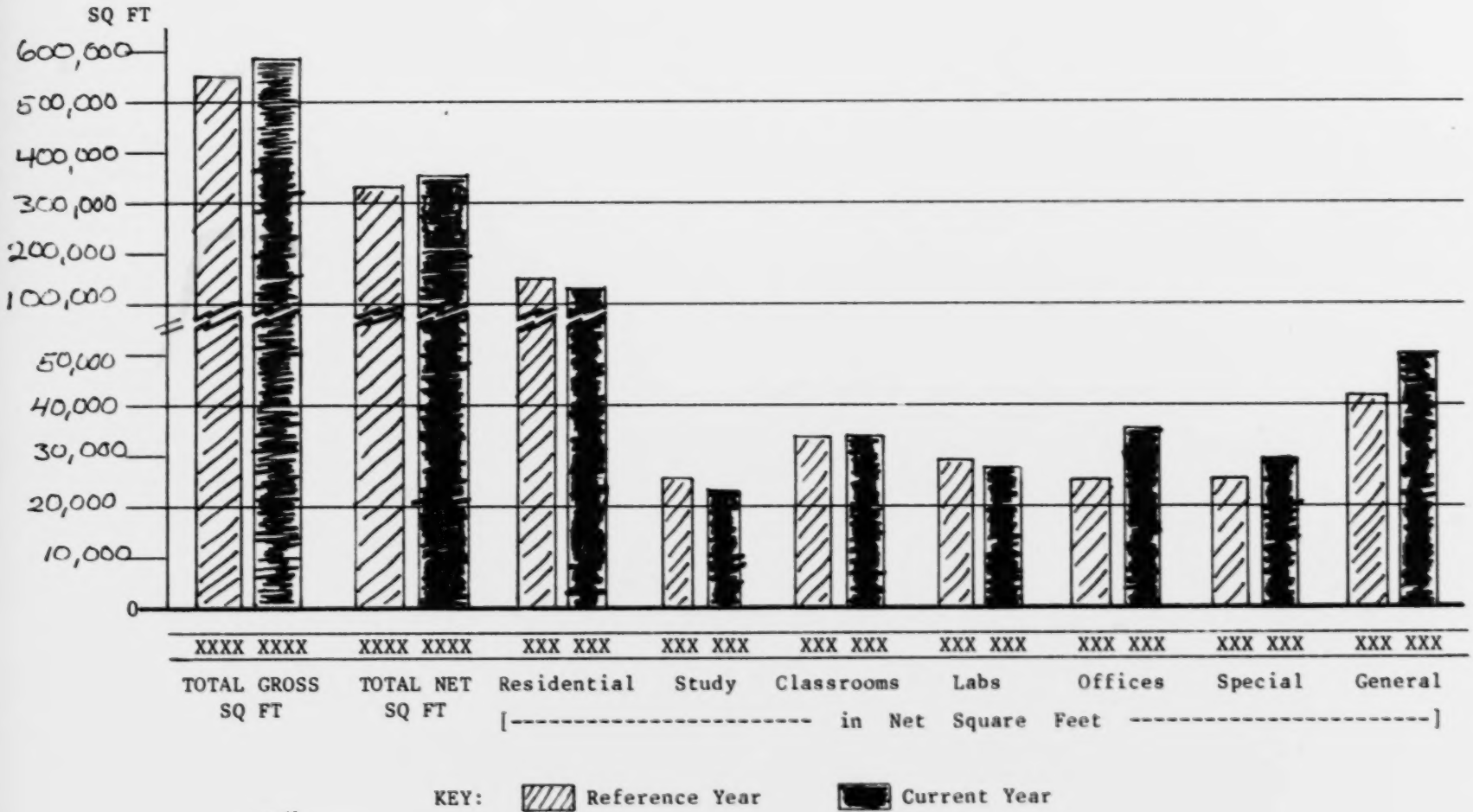
FACILITIES PLANNING FOR SMALL COLLEGES

College

Reference Year: 1974 /1975 Current Year: 1981 /1982



FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AID

V.3 BALANCE OF SPACE, STUDENTS, AND STAFF

This chart focuses on the balance between space and students and staff. By using ratios, we can directly relate changes in enrollment, staff, and space allocation between the reference year and the current year. It provides a good means for comparing actual changes with perceived changes in balance and fit.

Q1. Has there been an overall shift in balance among students, staff and space that is reflected in all the comparisons of this chart, or have shifts in balance been very different -- affecting some kinds of space and not others, affecting students but not staff, etc?

Q2. Looking at earlier charts on enrollment trends, staff trends, and space allocation, what components have influenced the changes in balance?

Q3. How do the shifts in balance, reflected by the ratios, compare with perceptions about the amount of space on campus during the reference year and the current year?

Q4. How will future projections about enrollment and staff levels, and current plans for space changes, if any, affect the balance of space, students, and staff in the near future?

Q5. What "target levels" of space/students and space/staff would feel comfortable?

Q6. What policy changes would have to be implemented to achieve such target levels?

FACILITIES PLANNING FOR SMALL COLLEGES

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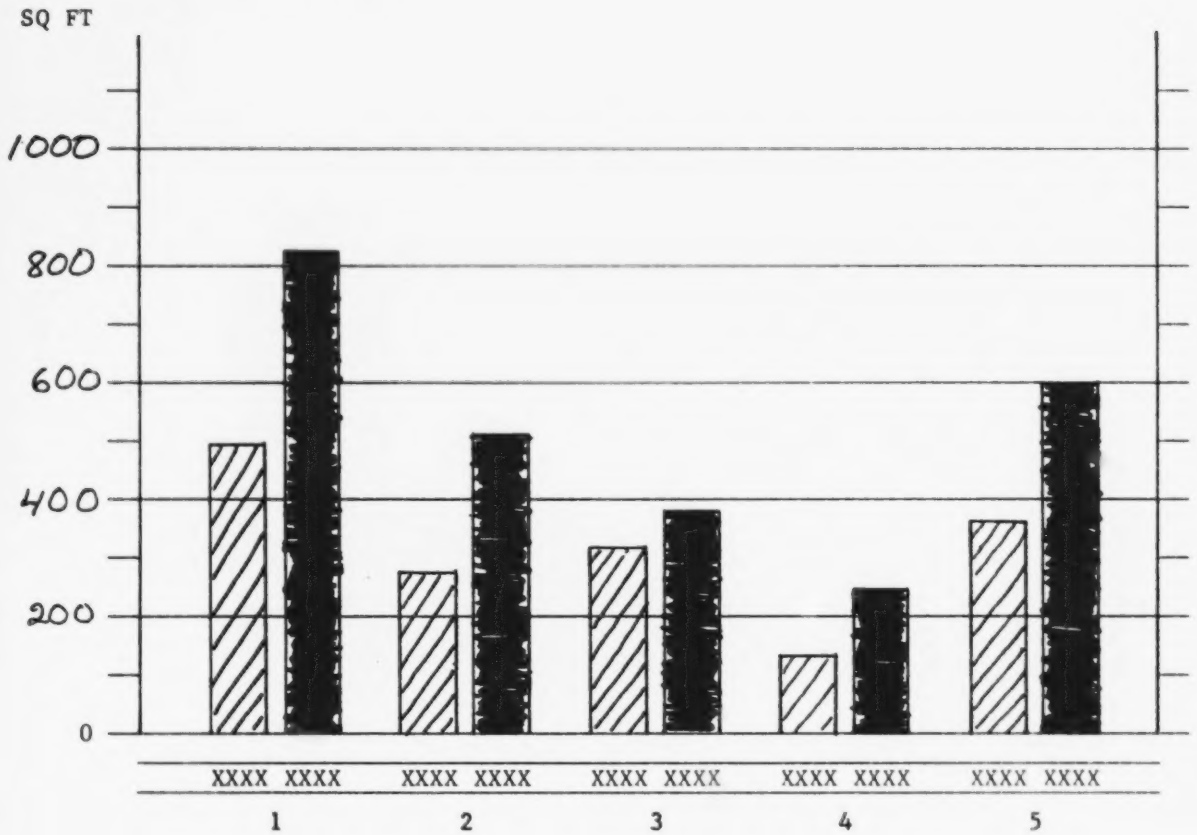
College

Reference Year: 19 74 /19 75 Current Year: 19 81 /19 82



COMPARISONS BETWEEN REFERENCE YEAR AND CURRENT YEAR:

1. Total Space per FTE Student (in Gross SF)
2. Total Academic Space per FTE Student (in Gross SF)
3. Total Dorm and Dining Hall Space per Resident Student (in Gross SF)
4. Office Space per FTE Staff (in Net SF)
5. Classroom Space per FTE Faculty (in Net SF)

Key: ▨ Reference Year ■ Current Year

As in other numerical summary charts, the percentage change column is particularly worth reviewing.

Q1. How do the percentage changes in total, academic, and dorm and dining space compare with each other and with enrollment?

Q2. How does the subjective feel of the campus compare with the trends in amount of space and numbers of students? For example, if there is more space and fewer students, is the campus beginning to feel empty and deserted?

Q3. Can you identify reasons for different percentage changes in various space categories? Do they still seem justified today?

Q4. What is your reaction to the change in the amount of space/student? Does it indicate a need for changes of any kind, and if so, what?

V.4 NUMERICAL SUMMARY OF CAMPUS SPACE ALLOCATION BY USE

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AID

V.4 NUMERICAL SUMMARY OF CAMPUS SPACE ALLOCATION BY USE

College

Reference Year: 1974 /1975 Current Year: 1981 /1982

	Reference Year	Current Year	% Change
TOTAL GROSS SQ FT	552,214	593,107	+7%
TOTAL NET SQ FT	347,736	359,200	+3%
Dorms & Dining Halls - Gross SF	251,343	220,696	-12%
Academic Space - Gross SF	300,871	372,411	+24%
FTE Enrollment	1118	722	-35%
AMOUNT OF SPACE ON CAMPUS BY CATEGORY (IN NET SF)			
Classroom	33,692	34,754	+3.1%
Laboratory and Studio	29,436	27,833	-5.4%
Office	26,125	35,773	+36.9%
Study	25,906	24,133	-6.8%
Special (phys ed, greenhouse, TV studio, etc.)	26,238	29,123	+11%
General (dining, exhibition, assembly, recreation)	42,389	49,064	+15.7%
Support (storage, maintenance shops, computer services, etc.)	810	16,406	+1900%
Health Care	not reported	3,440	—
Residential	151,478	132,377	-12.6%
RELATIONSHIPS			
Tot Gross SF / FTE Enrollment	494	821	+66%
Academic GSF / FTE Enrollment	269	516	+92%
Dorms & Dining GSF / Residents	319	382	+20%
Office Space (NSF) / FTE Staff	127	235	+85%
Classrooms (NSF) / FTE Faculty	370	599	+62%

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AED

VI. EXAMINATION OF CLASSROOM SPACE AND USE

VI.1 Inventory of Classrooms and Course Sections

VI.2 Scheduled Utilization of Classrooms by Size

VI.3 Current Match Between Class Size and Room Size Used

Although at residential colleges classroom space may only account for about 10% of all space, and laboratories may account for another 5-10%, this space is at the heart of the academic endeavor. The quality, suitability and convenience of the space is most important.

Thorough examination of how well teaching space meets needs requires looking at and analyzing the three components presented here -- the raw match between available space and class sizes; the degree of scheduled utilization of various sizes of classrooms; and the match between the class size and room space scheduled for classes.

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/NED

VI.1 INVENTORY OF CLASSROOMS AND COURSE SECTIONS

This chart shows two kinds of simple inventories to compare how well they match. The top chart is an inventory of the number of classrooms and laboratories by their rated capacity (16-30 students, more than 60 students, etc.). An inventory is shown for the reference year and another inventory is shown for the current year, so that changes between the two years can be noted. The bottom chart is an inventory of the number of class sections by sizes corresponding to the same capacity ratings as the classroom inventory. The class section inventory is shown for the reference year and the current year so that changes between the two years can be noted.

Q1. Describe the degree of "match" between class section sizes and available teaching space in the reference year and in the current year.

Q2. Did the degree of match improve or deteriorate between the two years? What accounted for the change -- changes in space inventory or class size profile?

Q3. What policies or institutional practices have contributed to shifts in class sizes or classroom inventory?

Q4. If anything about this chart is surprising or contradicts commonly held perceptions, identify possible reasons.

Q5. If you were to look at this chart only, what would you predict would be the level of demand for each of the four sizes of classrooms? Rate them from most in demand to least in demand.

Q6. What policies or institutional practices in the near future could change either the availability of teaching spaces of different sizes or the course section size profile? For instance, a change in minimum class size policy, or the introduction of a large survey course, or changes in departmental majors, might have major influences.

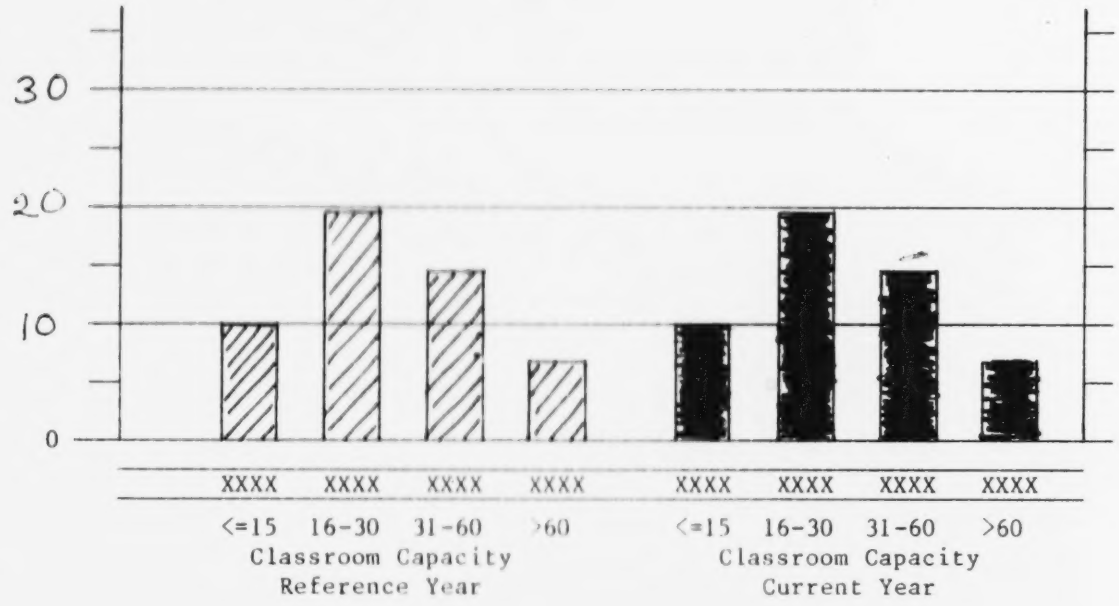
Are any such policy changes under active consideration?

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AID

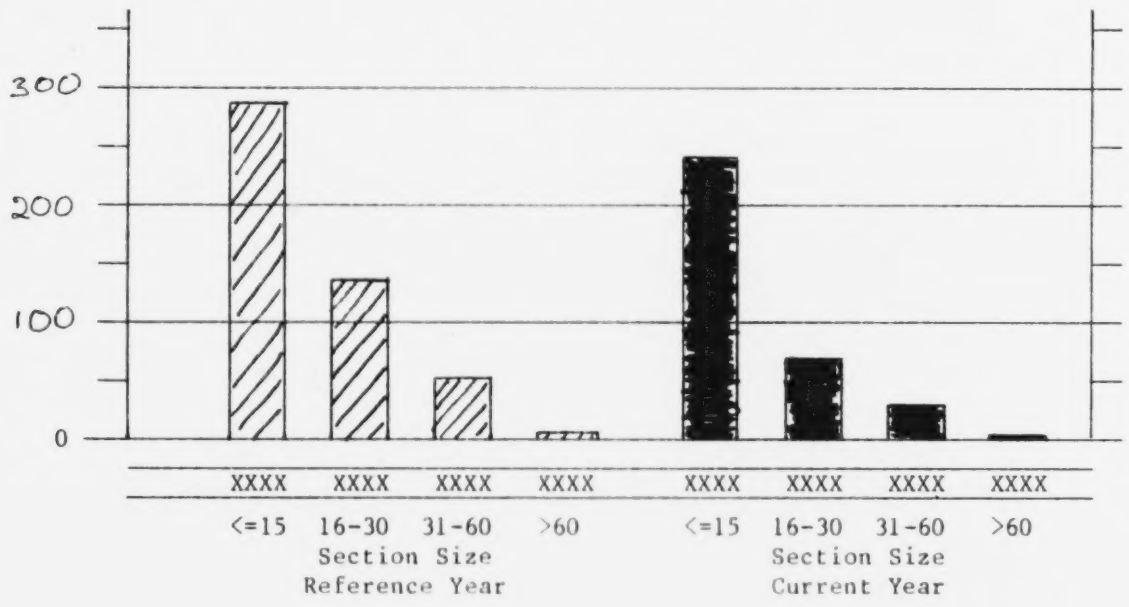
College

Reference Year: 19 74 /19 75 Current Year: 19 81 /19 82

INVENTORY OF CLASSROOMS



INVENTORY OF COURSE SECTIONS



Key: Reference Year Current Year

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AID

VI.2 SCHEDULED UTILIZATION OF CLASSROOMS BY SIZE

This chart shows the actual current demand, or use, of teaching space on the campus for scheduled activities. Scheduled activities include not only class meetings, but lab preparation time, and scheduled rehearsals or practice times. Several reasons for using this chart include: 1) identifying what percentage of available time rooms are in use; 2) identifying how much scheduled use space gets in evenings and on weekends as well as during the day; and 3) comparing the amount of scheduled use classrooms of different capacities get with the demand that would be anticipated, based on Chart VI.1.

Q1. How does the average level of scheduled use of classrooms -- on weekdays, in evenings, and on weekends -- compare to your perceptions? If you find anything surprising, try to explain the discrepancy.

Q2. What would you recommend, if there is no existing guideline, as the percentage utilization goal for teaching space? What would represent good, cost-effective scheduling of space?

Q3. If the target utilization goal is not now being met, what institutional policy changes could improve utilization? Based on this chart, do you need more or less classroom and teaching space?

Q4. What differences, if any, exist in utilization rates of classrooms of different capacities?

Q5. Compare the scheduled utilization of classrooms of different sizes with the classroom inventory and class size inventory of Chart VI.1. How does actual use correspond with the level of demand you had predicted? If there are major differences, try to explain them.

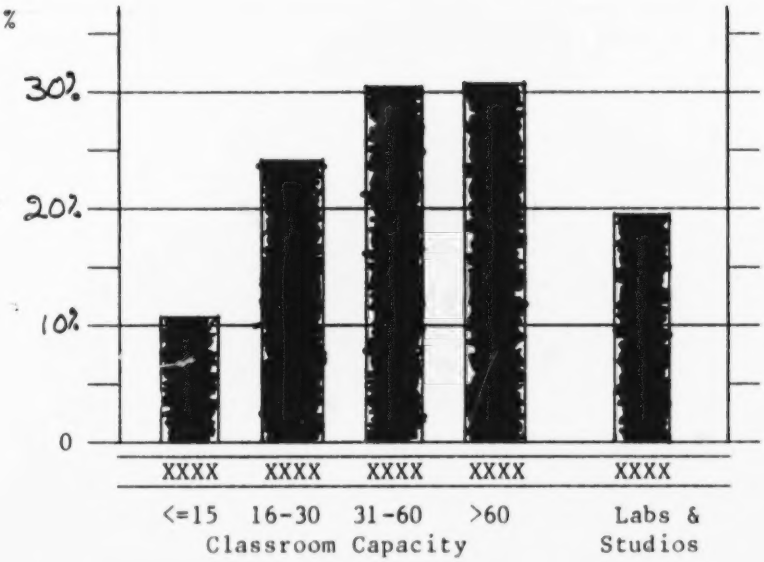
FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/CPED

College

Current Year: 1981/1982

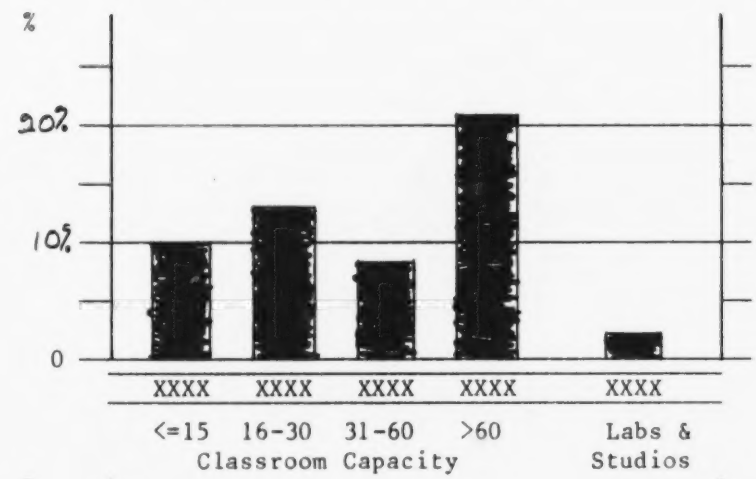
WEEKDAY UTILIZATION:
(Suggested 100% basis is 10 hours/day, from 8am-6pm, M-F.)

If other basis is used, describe:



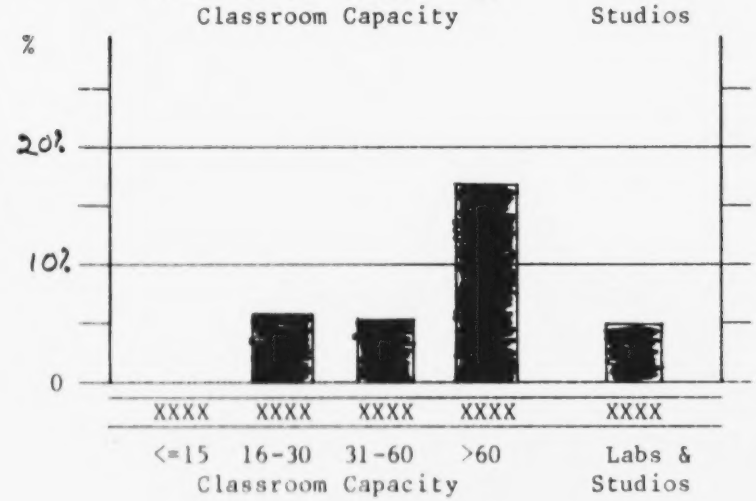
WEEKDAY EVENING UTILIZATION:
(Suggested 100% basis is 5 hours/day, from 6pm-11pm, M-F.)

If other basis is used, describe:



WEEKEND UTILIZATION:
(Suggested 100% basis is 10 hours/day, from 8am-6pm, M-F.)

If other basis is used, describe:



FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AIA

VI.3 CURRENT MATCH BETWEEN CLASS SIZE AND ROOM SIZE USED

This chart explains why there may be discrepancies between the two earlier charts in this section, VI.1. and VI.2. It shows how well-matched room capacity is with the size of the class using it. Poor use of campus teaching space -- and need for change and improvement -- can be signified by frequent overcrowding of classes into smaller than needed rooms, or by frequent scheduling of small classes in large classrooms.

Interpretation of this information will require looking into reasons that cannot be seen in a statistical review. Such things as location of rooms; quality of light, heat and ventilation; equipment; or procedure for scheduling all can influence why some rooms are used a great deal and others very little. This chart <u>flags</u> mismatches that may be occurring.

Q1. Relatively how often are classrooms and class sizes reasonably matched? (The diagonal boxes represent a reasonable match.)

How often do course sections meet in rooms that could hold significantly larger courses (left of the diagonal)? In comparison, how often do course sections meet in rooms that are overcrowded, where the rated capacity is smaller than the class (right of the diagonal)?

Q2. If you look only at this chart, what would you think the classroom space needs of the college are? How does this compare with information from sheets VI.1 and VI.2?

Q3. Having looked at all three charts in this section, what recommendations would you make regarding classroom space on campus? What further information do you need and from whom?

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AIA

College

Current Year: 19 81 /19 82

This chart compares the size of class sections and the capacity of the rooms those classes meet in.

Size of Class Sections

Classroom Capacity	<=15	16-30	31-60	>60
<= 15	18	4		
16-30	18 18 13	9 9 8 3	1	
31-60	14 14 9	7 14 4	8 3	
>60	13 13 13 2	7 7 4	4 1	3 1

Place a tally mark in the appropriate box for each class.

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AED

VII. COSTS OF CAMPUS SPACE

VII.1 Selected Relationships of Space Costs

VII.2 Numerical Summary of Space Costs

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AEI

VII.1 SELECTED RELATIONSHIPS OF SPACE COSTS

Total facility costs and average cost/square foot tend to mask notable differences between the cost of owning and operating dormitories and dining halls, and all other academic space. Dorms and dining halls often cost 50-100% more per square foot to operate and they may account for 35-45% of all campus space. Therefore, underutilization of these facilities is expensive.

Q1. What was the overall trend of the cost of operating space, and was it reflected in both academic and dorm and dining hall space between the reference year and current year?

Q2. How did the cost of operating dorms and dining halls compare to the cost of academic space in the reference year? Does the same differential hold today?

Cost of space/student reflects the inflationary pressures on the square foot cost of operating space, and changes in enrollment and amount of space.

Q3. If facility costs/student have increased much faster than cost/sq. ft., which is the major cause:

- o same amount or more space, fewer students;
- o more space, same or fewer number of students;
- o faster growth of space than students;
- o faster decline of students than space.

Can the college sustain the current facilities cost/student and the projected increases if current trends continue?

What changes in institutional policy or practice appear most likely to reverse this "double escalation" of facility costs/student?

Q4. If facility costs/student have increased less rapidly than the cost/sq ft, which is the major cause:

- o same amount of space, more students;
- o less space, same number of students;
- o faster growth of students than space;
- o faster decline of space than students.

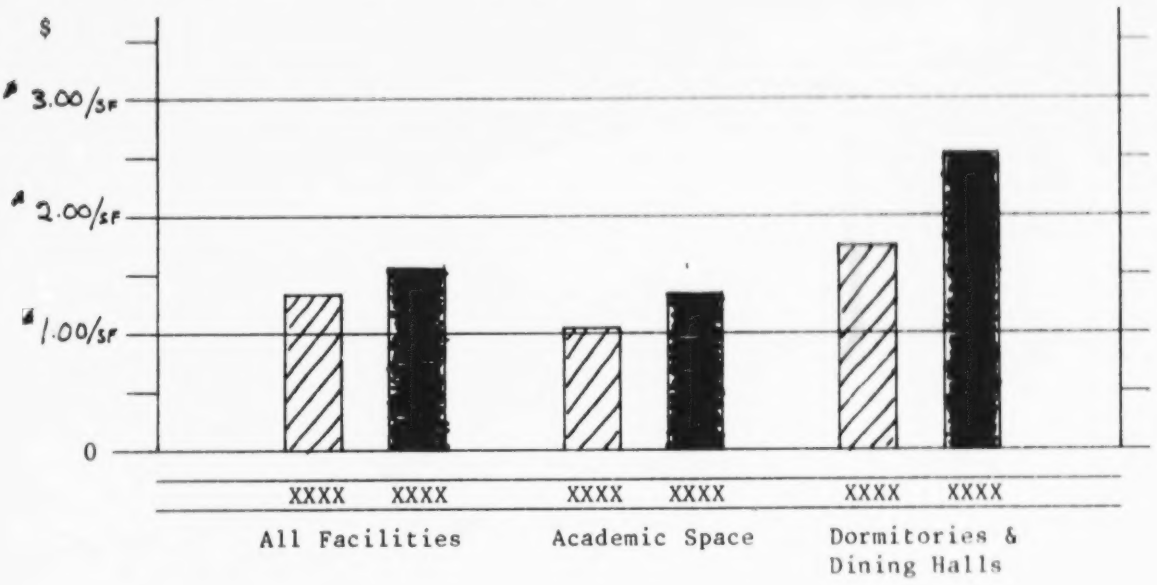
Will the college become overcrowded if current trends continue? What changes in institutional policy can reduce danger of overcrowding while maintaining the low escalation rate of costs?

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories, NCHE

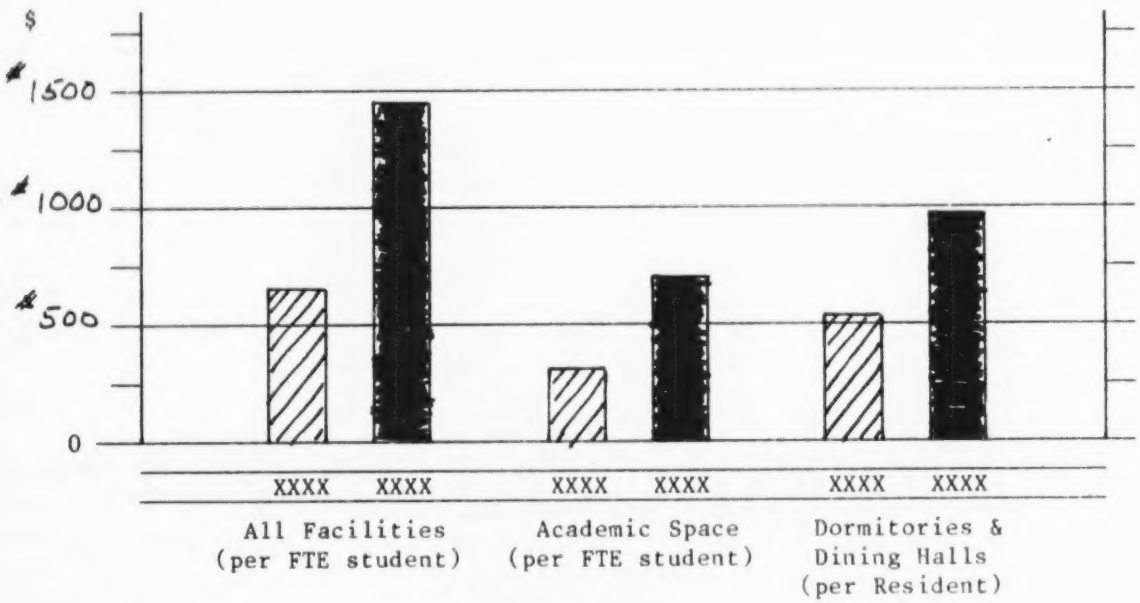
College

Reference Year: 1974/1975 Current Year: 1981/1982

FACILITY COSTS / GROSS SQUARE FOOT



SELECTED FACILITY COSTS / STUDENT



Key: Reference Year Current Year

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AIA

VII.2 NUMERICAL SUMMARY OF SPACE COSTS

The percentage changes in total institutional costs and E&G expenditures serve as benchmarks for comparing the percentage change of various facilities expenditures.

Q1. How does the percent change in total facilities costs compare to the two benchmarks -- percent change in E&G and percent change in total institutional?

Q2. How does the percent change in utilities compare to the benchmarks, and to facilities total?

Often, in the last 10 years, physical facilities expenditures have increased in proportion to the rest of institutional expenditures. However, because utility costs have sky rocketed, the relative stability has been achieved only at the expense of under-funding for labor and materials for needed facilities maintenance. One way to check this is to compare the percent changes of facilities costs on a square foot basis.

Q4. Compare the percent changes in total facilties/gross sq. ft., and the two components, utilities/gross sq. ft., and material and labor/gross sq. ft. Did utilities increase at a much faster rate than material and labor?

What would be the implication of continued funding for material and labor at this rate, taking the rate of change of total institutional costs as a benchmark for inflation purposes.

Q5. Have the facility costs/student increased much faster than the total cost? If so, review the enrollment and total campus space figures at the top, to understand what the contributing factors are.

Q6. What policy and institutional practices could be changed to recreate a balance in facilities costs?

College

Reference Year: 1974/1975 Current Year: 1981/1982

	Reference Year	Current Year	% Change
FTE Enrollment	1118	722	-35%
Total Gross Sq Ft	552,214 GSF	593,107 GSF	+7%
Total Institutional Expenditure	$4,870,926	$7,299,198	+50%
Total E&G Expenditure	$3,672,734	$6,141,613	+67%
FACILITIES EXPENDITURES			
Total Facilities-Related	$727,686	$1,057,440	+45%
Utilities	$143,589	$306,208	+113%
Operations & Maintenance	$584,096	$751,232	+29%
Repair and Renewal	(NOT REPORTED SEPARATELY)		—
Total Academic Facilities	$304,822	$506,651	+66%
Total Dorms & Dining Facilities	$422,863	$550,789	+30%
EXPENDITURES / STUDENTS			
Total Institutional / FTE Students	$4357	$10,110	+132%
Total Facilities / FTE Students	$651	$1,465	+125%
Total Academic Facilities / FTE Students	$273	$702	+157%
Total Dorms & Dining Halls / Residents	$637	$953	+77%

NUMERICAL SUMMARY OF SPACE COSTS VII.2
Page 1 of 2

	Reference Year	Current Year	% Change
EXPENDITURES / SPACE			
Total Facilities / Total Gross Sq Ft	$ 1.32	$ 1.78	+ 35%
Total Facilities / Total Net Sq Ft	$ 2.09	$ 2.94	+ 40%
Utilities / Gross Sq Ft	$ .26	$ .52	+ 100%
Operations & Maintenance / Gross SF	$ 1.06	$ 1.26	+ 19%
Repair & Renewal / Gross Sq Ft	(NOT SEPARATELY REPORTED)		———
Academic Facilities / Academic Gross SF	$ 1.03	$ 1.36	+ 32%
Academic Facilities / Academic Net SF	$ 1.61	$ 2.30	+ 43%
Dorms & Dining Halls / Dorms & DH Gross SF	$ 1.65	$ 2.50	+ 51%
Dorms & Dining Halls / Dorms & DH Net SF	$ 2.67	$ 3.95	+ 48%

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AID

NUMERICAL SUMMARY OF SPACE COSTS VII.2
Page 2 of 2

VIII. SEARCH FOR LOST AND UNDERUSED SPACE

VIII.1 Summary of Campus Buildings: Size, Cost, and Condition

VIII.2 Campus Room Inventory by Building

VIII.3 Summary of Scheduled Room Use and Effective Cost by Building

The forms in this section mark a departure from the broad view of the college as a whole, moving quickly to specific buildings, room types and locations, and use and effective cost of specific rooms.

Note that the first two charts are identical to the Basic Data Forms.

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories, NYU

VIII.1 SUMMARY OF CAMPUS BUILDINGS: SIZE, COST, AND CONDITION

This chart is a basic reference point for beginning to look in greater detail at the specific buildings on the college campus.

Q1. For purposes of figuring out the cost of using space, do you have access to actual operating and maintenance cost figures for each building? If not, are you comfortable using estimated costs for academic space and for dorms and dining halls?

Q2. Which buildings, if any, surprise you by their size, in comparison to others?

Q3. Which buildings, if any, are surprisingly expensive or inexpensive to operate, in light of how well used they seem to be?

Q4. Which, if any, of the building condition ratings are surprising, and why? How do you feel about the general condition of the campus?

Q5. If you have actual O&M costs for each building, what sort of relationship is there between cost and condition?

Q6. Are there now plans for upgrading or disposing of buildings marked as poor?

Q7. Does this list include <u>all buildings</u> owned by the college, including those not actively used for college programs, investment properties, etc?

You might separate the latter two categories, but do include them. The purpose of this section of the Institutional Profile is to examine all college spaces, to uncover poorly used space.

Conference of Small Private Colleges and Educational Facilities Laboratory/AIA

SUMMARY OF CAMPUS BUILDINGS: SIZE, COST AND CONDITION 6.2 and VIII.1

_____
College

Current Year: 1981/1982

Use this form to record the size of each building, its operating and maintenance costs, and its general condition.

Building	Gross SqFt	Net SqFt	Current Year O&M Cost*	General Condition Good	Fair	Poor
A. Classroom	17,800	10,277	$24,208	x		
B. Library	35,200	26,643	$47,872	x		
Fine Arts	13,000	9,250	$17,680			x
P. Classroom	11,700	6,484	$15,912		x	
Science Bldg 1	36,854	26,861	$50,121	x		
Science Bldg 2	19,210	11,736	$26,126	x		
Service/Maint	5,100	4,100	$ 5,576	x		
Gymnasium	31,171	17,960	$42,392	x		
Campus Center	29,450	20,836	$40,052	x		
Aux. Gymnasium	10,500	6,700	$14,280		x	
A. Dorm	38,090	21,819	$95,225		x	
B. Dorm	32,000	20,200	$80,000		x	
C. Dorm	34,400	16,100	$ 86,000		x	
D. Dorm	22,000	13,100	$55,000			x

* Check methods used to arrive at building O&M costs:

____ Actual recorded cost for each building.

__X__ Estimated, using the following campus averages:

$ 1.36 /Gross SF Academic

$ 2.50 /Gross SF Dorm & Dining Hall

Data Sources: Physical Plant Department.

This chart is a basic inventory of the numbers and locations of selected types of rooms throughout the campus, such as classrooms, offices, and lounges. It includes information for the reference year and the current year, so that changes in numbers of rooms, locations and distribution can be traced.

Although the basic source of data should be from the physical plant department, you might want to check the current year figures by taking a tour of all campus buildings. This would be a quick way to check the accuracy of central records and to identify discrepancies. If the central inventory is out of date, perhaps a new inventory should be taken and all central facilities records reviewed for accuracy.

Q1. Review the location and distribution of each type of room on the campus today. Do they seem to make sense in terms of known or perceived needs?

Q2. Looking at each building, how do you evaluate the mix of spaces within the building? If any buildings have had major changes in room mix since the reference year, explain why.

Q3. How do the numbers of each type of room on campus today relate to needs, and how do changes from the reference year correspond to changes in need?

For example, how does the number of reported faculty offices compare to the FTE faculty count and the faculty head count? How does the change in numbers of faculty offices relate to change in number of faculty? What sort of accommodations are provided part-time faculty, junior faculty, emeritus faculty, etc?

Q4. From simply looking at this chart, what recommendations could you make for changes in numbers, location, or distribution of certain types of rooms?

Q5. What recommendations could you make for changes in room type mix of particular buildings?

Q6. What rooms would you like to know more about, in terms of amount and kind of use?

How would you suggest getting additional information, especially for non-classroom spaces?

Q7. Does a building-by-building tour reveal other spaces that are not included in this inventory, that perhaps are not well-defined in their purpose and are not very well used? If so, make a list of these spaces and suggest changes that might make them more productive.

For example, could a "date room" which has outlived its original function become a suitable seminar room with minor modifications and inclusion on the registrar's list?

College

Reference Year: 1974/1975 Current Year: 1981/1982

Use this form to record how many of each kind of room specified were located in each campus building in the Reference Year, and how many are located in each campus building in the Current Year.

BUILDING	Seminar/ Conference Rooms Capacity <15		Classrooms Capacity 16-30		Classrooms Capacity 31-60		Lecture/ Auditorium Capacity >60		Studios, Labs, and Practice Rooms		Lounges, Game, and Rec Rooms		Faculty Offices		Admin Offices		Dorm Capacity	
	RY*	CY	RY	CY	RY	CY	RY	CY	RY	CY	RY	CY	RY	CY	RY	CY	RY	CY
A Classroom					6	6			4	3			11	15				
B Library	1	1	1	1			1	1					13	13	2	2		
Fine Arts				1														
P Classroom			6	5			1	1					12	13				
Science Bldg 1	1	1			6	6	1	1	10	10			13	13				
Science Bldg 2			1	1					12	12			5	5				
Service/Maintenance															3	3		
Gymnasium					1								3	7				
Campus Center							1	1			6	6						
Auxiliary Gym			1	1									1	1				
F Bldg.	3	3	2	2			1	1					6	9				
Administration Bldg			1	1	6	6	1	1	1	1			15	9	36	39		
Music Bldg.	1	1	1		3	3	2	2	14	14			9	9				
TOTALS																		
Campus Total	6	6	13	12	22	21	8	8	41	40	6	6	88	94	41	44		1
Change, RY to CY	0		-1		-1		0		-1		0		+6		+3			

Dorms figured on sheet #2

Data Sources: Physical Plant Department, possibly supplemented by building survey for the Current Year.

Institutional Profile Uses: Chart VI.1. This become Chart VIII.2.

*RY = Reference Year
CY = Current Year

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AEI

This chart provides information for detailed analysis of scheduled space use and cost effectiveness.

Q1. Review the accuracy of room numbers, designations, and rated capacities with those who use the building. Frequent discrepancies between current use and registrar's records would suggest a need to revise the central inventory for scheduling.

Hours of Use and Cost

Q2. Compare the effective use of various rooms in the same building. Are cost differences more related to room size or amount of use?

Q3. Are there obvious relationships between amount of use and who schedules use?

Q4. Can you suggest why some rooms in the same building get more use than others, and why some buildings get more use than others?

Q5. Compare the amount of use of general classrooms and of labs and studios.

Q6. What changes could be made to low use rooms to improve utilization?

Q7. Is evening and weekend room use centralized in a few buildings? How would you characterize the degree and effectiveness of use of each building during weekdays, weekends, and evenings?

Room Capacity and Use

Q8. Are rooms of the same size (net sq ft) rated at the same capacity? If not, why not.

Ask those who use rooms whether the capacity rating is accurate. If there is frequent disagreement with the ratings, perhaps all rooms should be re-evaluated and the registrar's records updated so that classes can be better scheduled.

Q9. Are rooms usually used near, below, or above their rated capacities? Why are some rooms often overcrowded and others underused?

Q10. What changes could improve the overall match between room capacity and room use?

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V111.3 SUMMARY OF SCHEDULED ROOM USE AND EFFECTIVE COST BY BUILDING

FACILITIES PLANNING FOR SMALL COLLEGES

VIII.3 SUMMARY OF SCHEDULED ROOM USE AND EFFECTIVE COST BY BUILDING

College: _____ Building: A. Classroom

Current Year: 1981/1982 Current Year O&M Cost/Net SF = $ 2.30

O&M cost figure based on: X Estimated average for academic space; OR ___ Actual cost for this building.

Room Number and Designation	Size Net SF	Annual Cost	HOURS OF USE AND COST: # Hours of Scheduled Use Per Week — Weekday	Evening	Weekend	TOT	Effective Cost/Hr of Scheduled Use	% OF ROOM CAPACITY USED: Rated Room Capacity	Average Size of Class Meeting	Av % of Room Capacity Use	SCHEDULED BY: Registrar X	Registrar Other
#1-Classroom	758	$1743	13	12	-	25	$170	45	25.7	57%	x	
#101-CR	775	$1782	16	-	3	19	$ 94	54	21.3	39%	x	
#104-CR	"	"	20	-	-	20	$ 89	35	17	48%	x	
#201-CR	"	"	19	-	3	22	$ 81	40	19.1	48%	x	
#202-CR	"	"	14	9	-	23	$ 77	42	21	50%	x	
#204-CR	"	"	10	-	-	10	$178	31	11.7	38%	x	
Audio Visual/Lecture	925	$2127	20	-	-	20	$106	60	18.9	31%	x	
B Seminar	204	$464	9	4	-	13	$ 36	12	10	83%		Math Dept
A Seminar	320	$736	4	-	-	4	$184	15	13	87%		Math Dept

SUMMARY OF SCHEDULED ROOM USE AND EFFECTIVE COST BY BUILDING VIII.3

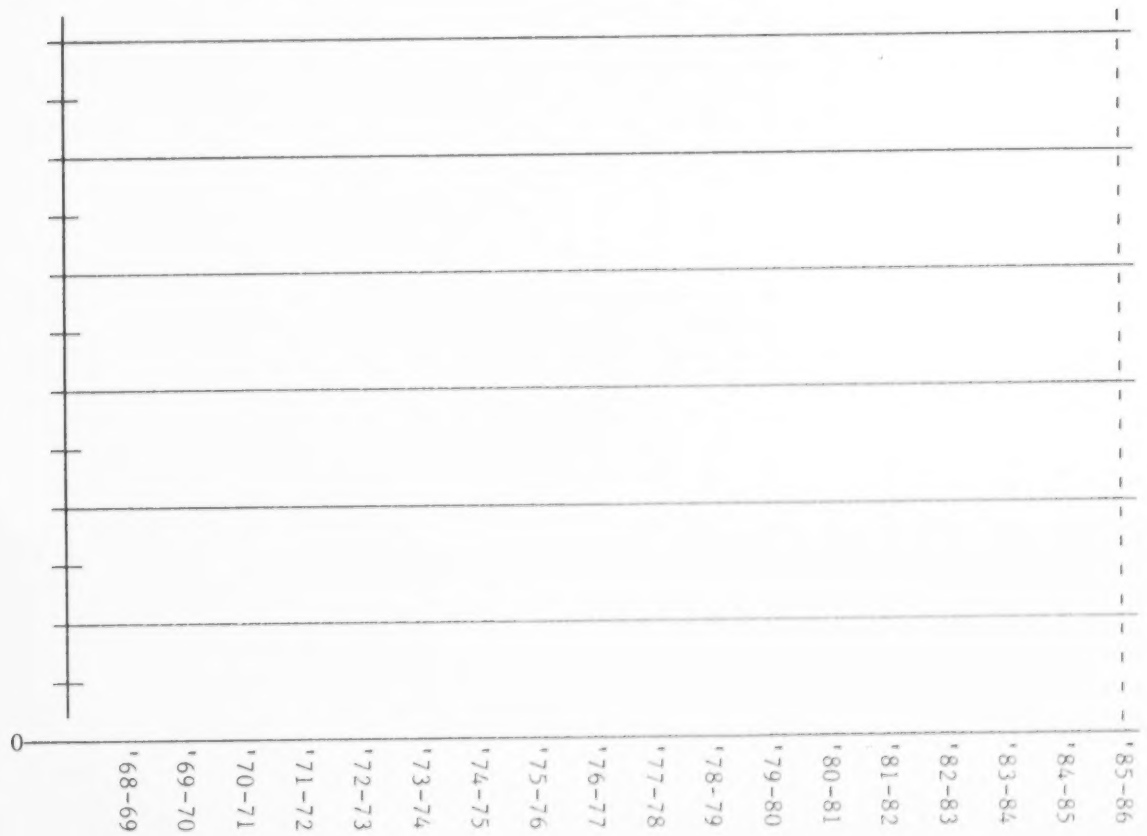
Data Sources: Basic Data Form 6.1

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AED

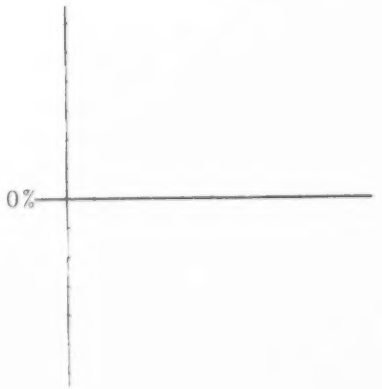
I.1 TOTAL FTE, FULL-TIME, AND PART-TIME ENROLLMENT

_____
College

Reference Year: 19___/19___ Current Year: 19___/19___



Percentage Change
from Reference Year
to Current Year

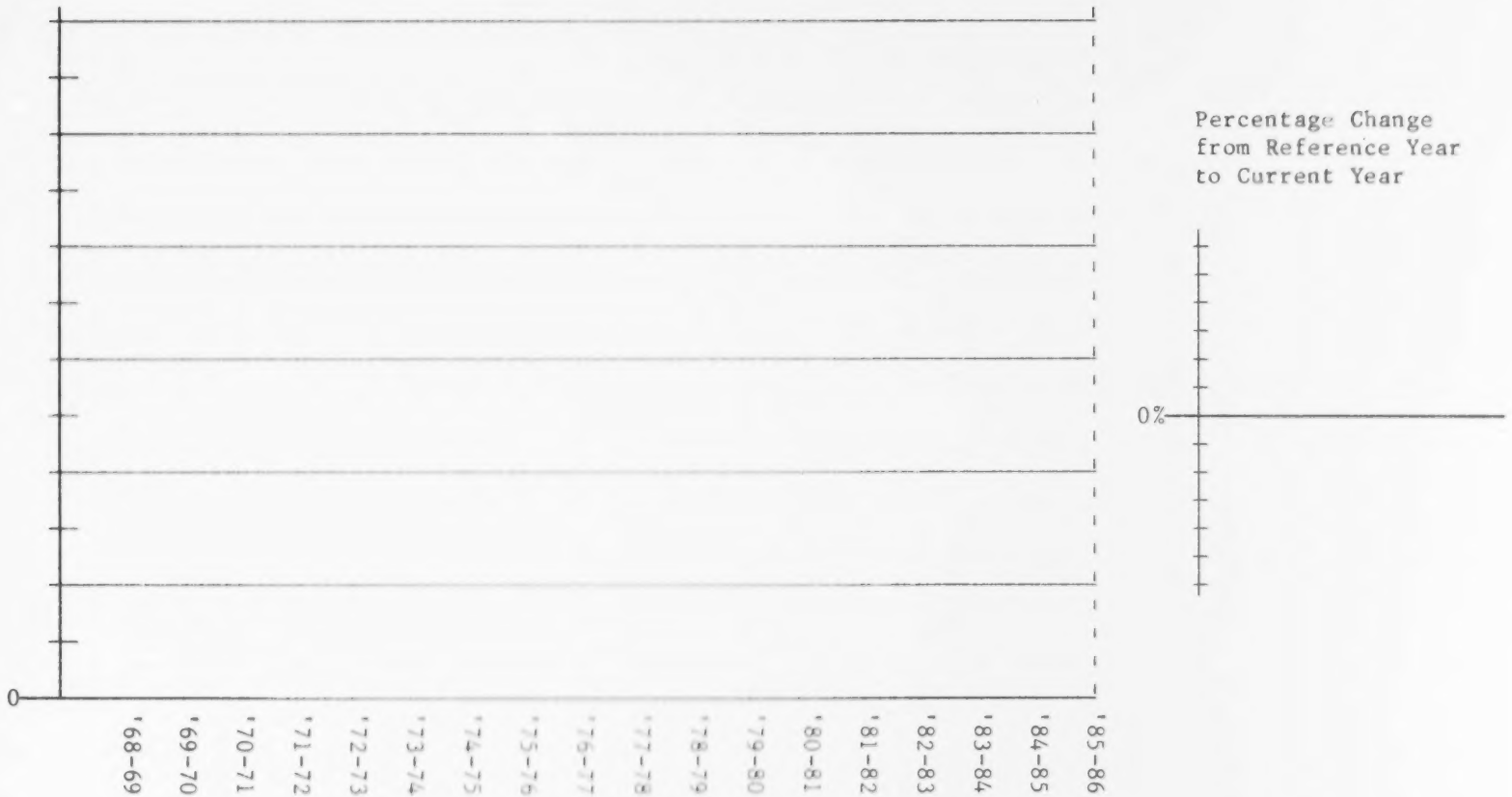


KEY: *——* FTE Enrollment
o----o Full-Time Students, Head Count
+....+ Part-Time Students, Head Count

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AIA

_____
College

Reference Year: 19___/19___ Current Year: 19___/19___



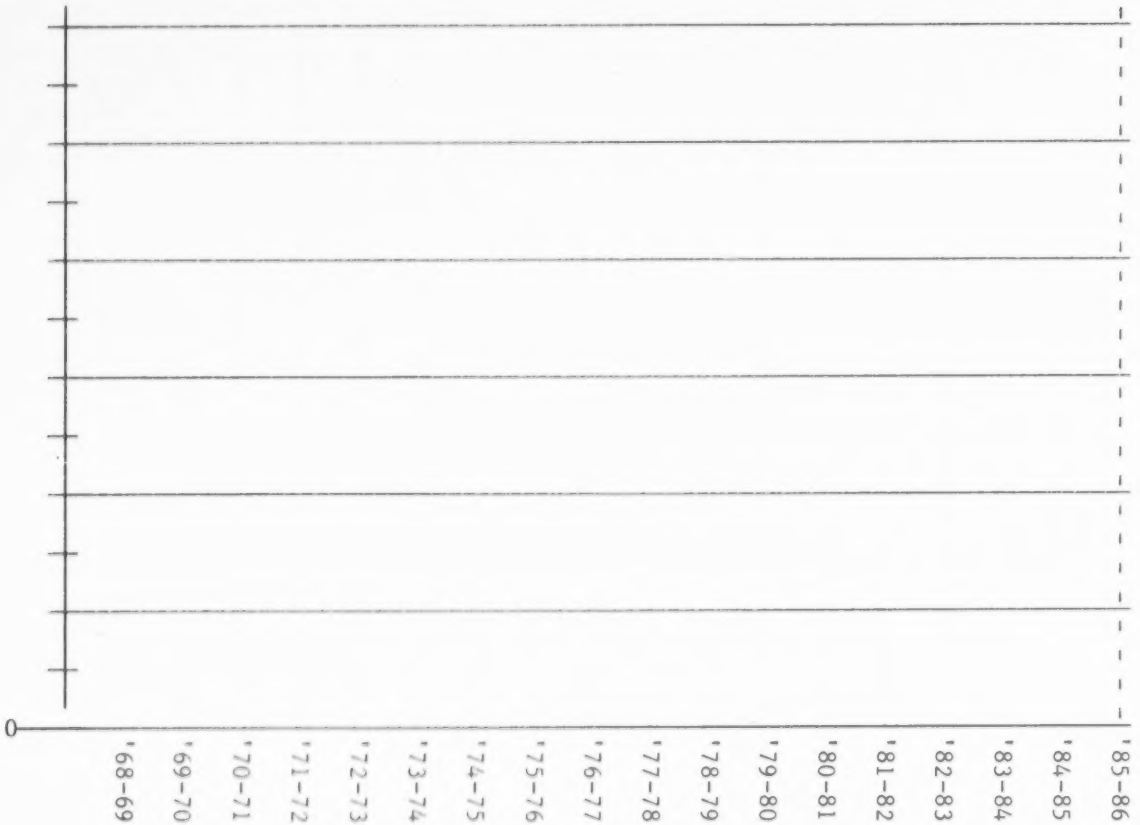
KEY: *---* FTE Enrollment
o—o Full-Time Students, Campus Residents
●---● Full-Time Students, Off-Campus Residents

NOTE: Mark dormitory capacity (the rated or design capacity) on the graph for Reference Year and Current Year

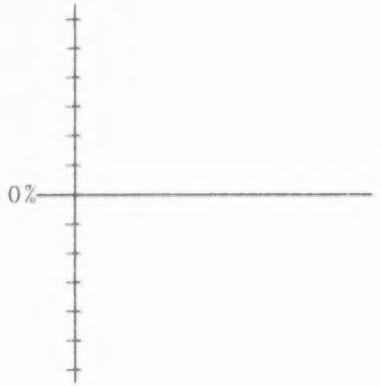
I.3 COMPOSITION OF STUDENT BODY BY CLASS (FRESHMAN, SOPHOMORE, JUNIOR, SENIOR AND UNCLASSIFIED)

_____
College

Reference Year: 19___/19___ Current Year: 19___/19___



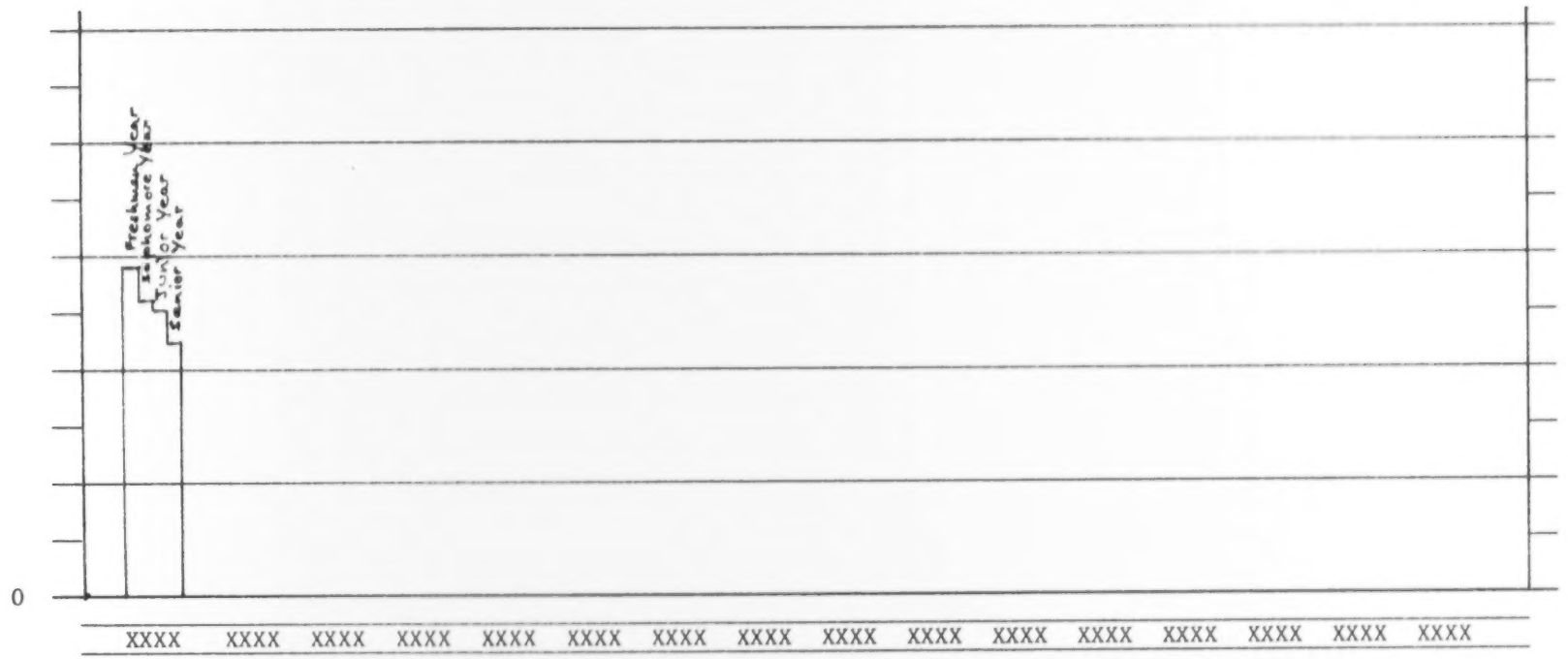
Percentage Change
from Reference Year
to Current Year



I.4 SIZE OF SINGLE COHORT CLASS, FROM ENTRANCE FOR FOUR YEARS

_____
College

Reference Year: 19___/19___ Current Year: 19___/19___


Freshman Year
Sophomore Year
Junior Year
Senior Year
0
XXXX XXXX XXXX XXXX XXXX XXXX XXXX XXXX XXXX XXXX XXXX XXXX XXXX XXXX XXXX XXXX
Sample Class of 1971 Class of 1972 Class of 1973 Class of 1974 Class of 1975 Class of 1976 Class of 1977 Class of 1978 Class of 1979 Class of 1980 Class of 1981 Class of 1982 Class of 1983 Class of 1984 Class of 1985

RATIO OF GRADUATES/FRESHMAN (RETENTION GUIDE):

77% ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____

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FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AED

1.2 AND I.5 NUMERICAL SUMMARY OF ENROLLMENT

College _____

ENROLLMENT ITEM	Reference Year 19___/19___ M*	F	TOT	Current Year 19___/19___ M	F	TOT	Percentage Change M	F	TOT
FTE Freshmen									
FTE Sophomores									
FTE Juniors									
FTE Seniors									
FTE Graduate Students									
FTE Unclassified									
TOTAL FTE ENROLLMENT									
PART-TIME HEADCOUNT									
FULL-TIME HEADCOUNT									
Resident on-campus									
Resident off-campus									
% of Full-Time Students Living on Campus									
% of FTE Enrollment That is Full-Time									
Dormitory Capacity									
% of Dormitory Capacity Used									

Data Sources: Registrar, Student Services
Institutional Profile Uses: This becomes Chart I.5.

M = Male
F = Female
TOT = Total

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AID

_____

College

Reference Year: 19___/19___ Current Year: 19___/19___

Percentage Change
from Reference Year
to Current Year

KEY:
- *——* Total Staff FTE
- ●----● Faculty FTE
- o——o Clerical and Support FTE
- +....+ Administrative FTE
- X----X Facilities-Related FTE

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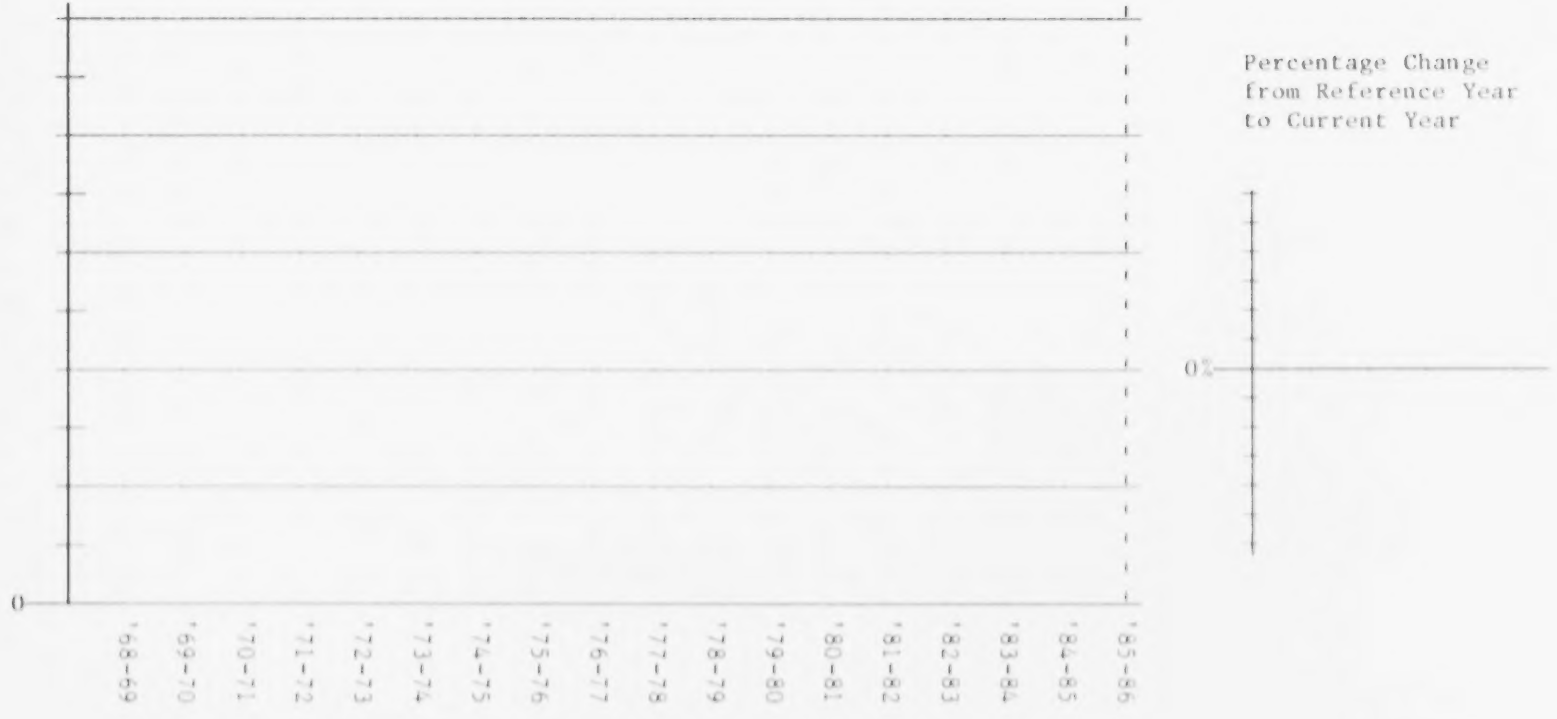
FACILITIES PLANNING
Conference of Small Private Colleges and Educational Facilities Laboratories NEC

_____
College

Reference Year: 19___/19___ Current Year: 19___/19___



Percentage Change
from Reference Year
to Current Year

KEY: o----o FTE Students/FTE Faculty
A- - - A FTE Students/FTE Staff

17

College

Reference Year: 19___/19___ Current Year: 19___/19___

	Reference Year	Current Year	% Change
FTE STUDENTS			
STAFF			
FTE Total Staff			
FTE Faculty			
FTE Administrative			
FTE Clerical & Support			
FTE Facilities-Related			
Full-Time Faculty			
Part-Time Faculty Head Count			
RATIOS			
FTE Students/ FTE Total Staff			
FTE Students/ FTE Faculty			

_____
College

Reference Year: 19___/19___ Current Year: 19___/19___

Total Graduates - RY _____ Total Credit Hours - RY _____
Total Graduates - CY _____ Total Credit Hours - CY _____

NUMBER OF GRADUATES*	ACADEMIC DEPARTMENT	# OF STUDENT CREDIT HOURS

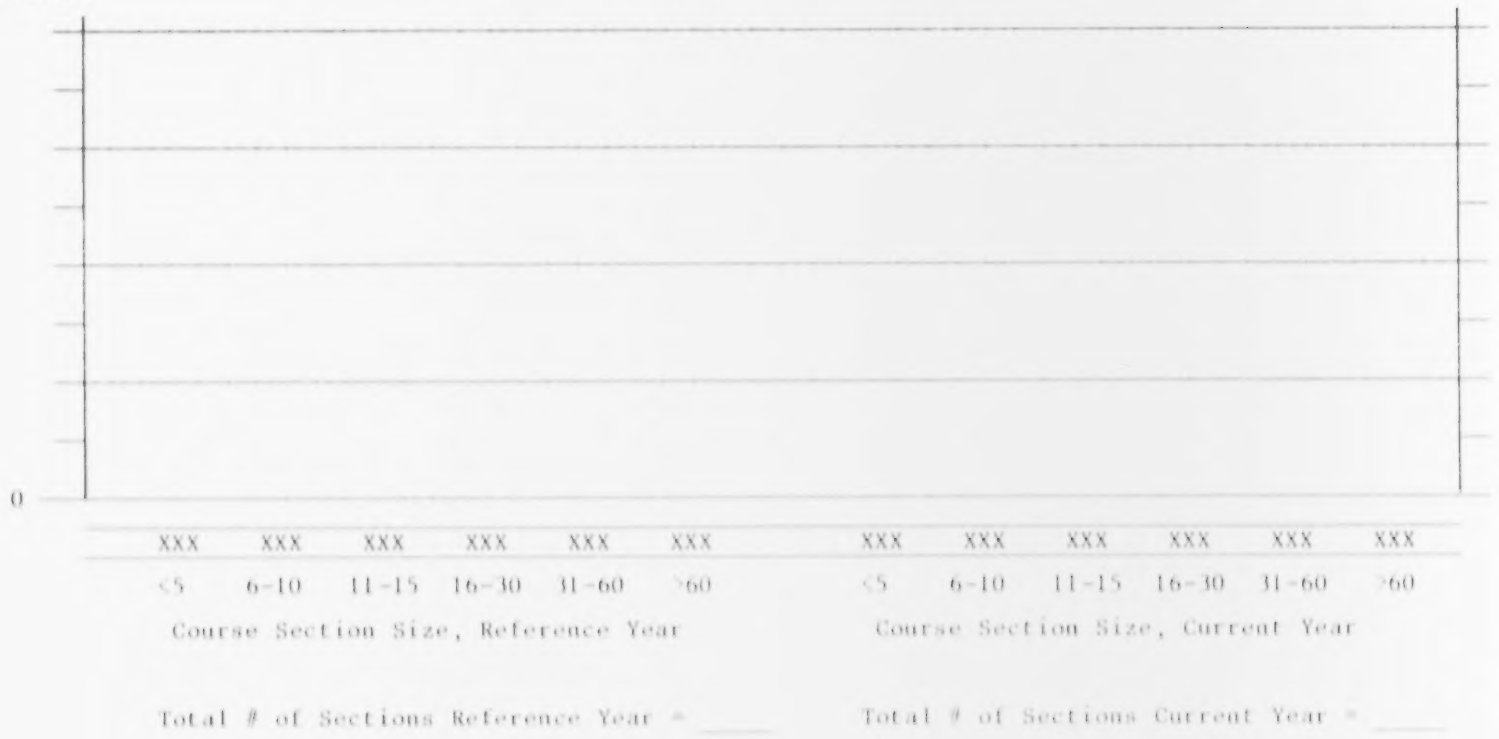
Key: ---------● Reference Year
————————0 Current Year

*Method of counting multiple majors:

III.2 EDUCATIONAL PROGRAM ORGANIZATION BY COURSE SECTION SIZE

_____
College

Reference Year: 19___/19___ Current Year: 19___/19___



Total # of Sections Reference Year = _____ Total # of Sections Current Year = _____

KEY: Reference Year Current Year

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III.3 NUMERICAL SUMMARY OF EDUCATIONAL PROGRAM AND COURSE ORGANIZATION

_____
College

Reference Year: 19___/19___ Current Year: 19___/19___

	Reference Year	Current Year	% Change
FTE Enrollment			
FTE Faculty			
Total Student Credit Hours (SCH)			
Total # SCH / FTE Enrollment			
Total # SCH / FTE Faculty			
Total # Courses Given			
Total # Courses / FTE Faculty			
Total # Course Sections			

DISTRIBUTION OF CREDIT-BEARING COURSE SECTIONS BY SIZE

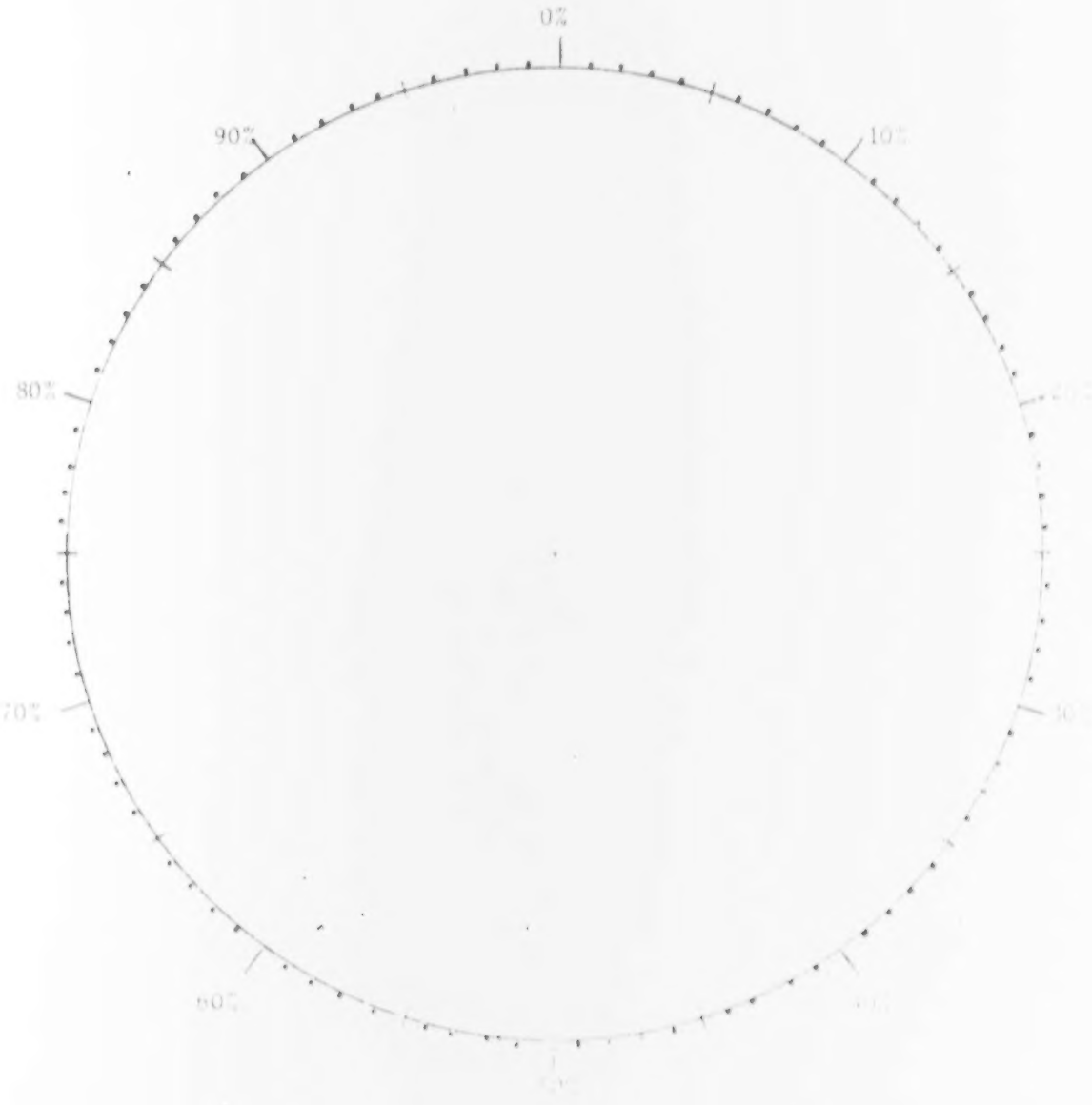
	# of Sections	% of Total	# of Sections	% of Total	% Change	Change in % Distrib.
Section Size <= 5						
Section Size 6-10						
Section Size 11-15						
Section Size 16-30						
Section Size 31-60						
Section Size >60						

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories ASU

_____
College

Current Year: 19___/19___

This chart shows the percentage of total institutional expenditures allocated to each expense category.



TOTAL EXPENDITURES = $_____

TOTAL PHYSICAL PLANT = $_____

TOTAL UTILITIES = $_____

IV.2 CHANGE IN PERCENT ALLOCATION OF TOTAL INSTITUTIONAL EXPENDITURES

_____
College

Reference Year: 19___/19___ Current Year: 19___/19___

INSTITUTIONAL BUDGET CATEGORIES

PHYSICAL PLANT:
(Utilities & Other)

% Change

Total Expenditures, Reference Year = _____

Total Expenditures, Current Year = _____

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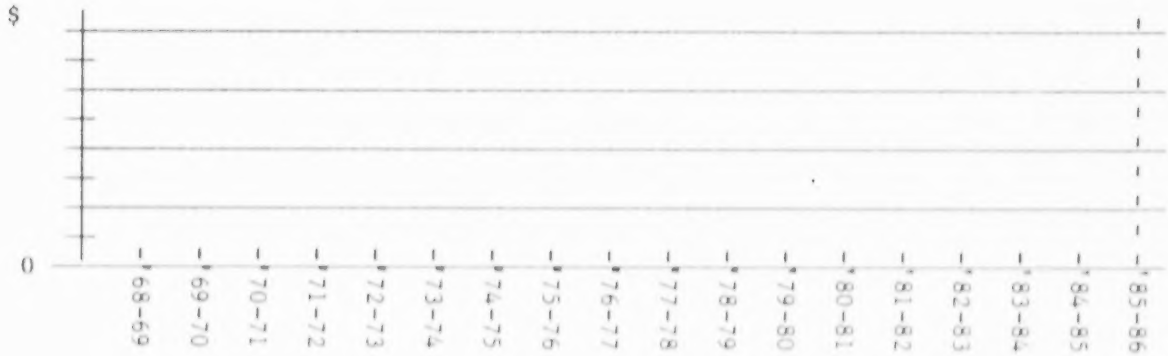
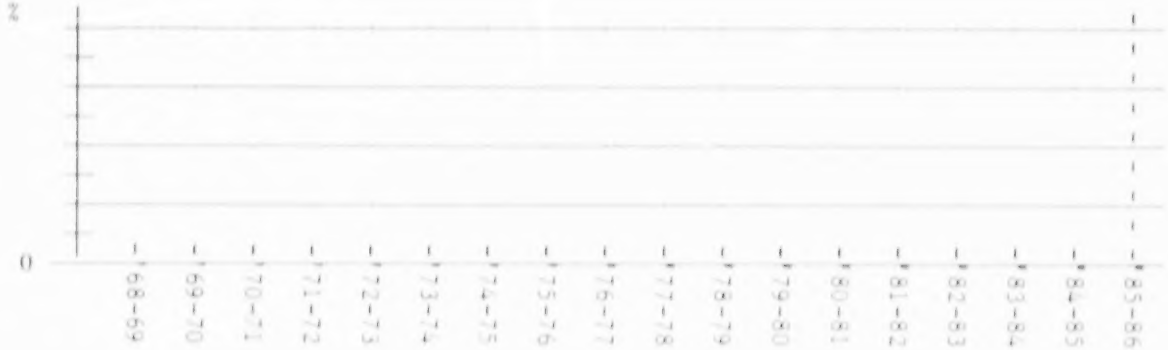
_____
College

Reference Year: 19___/19___ Current Year: 19___/19___

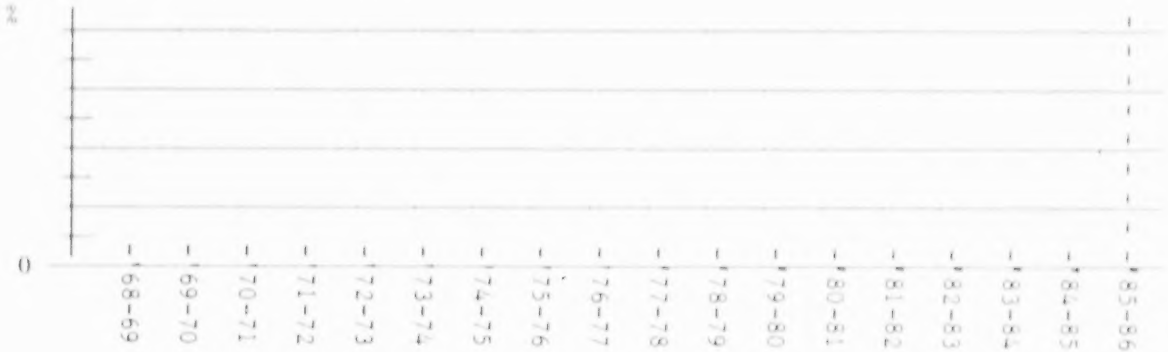
TOTAL INSTITUTIONAL EXPENDITURES



PERCENT OF TOTAL SPENT FOR PHYSICAL FACILITIES



PERCENT OF FACILITIES EXPENDITURES SPENT FOR UTILITIES



IV.4 NUMERICAL SUMMARY OF INSTITUTIONAL EXPENDITURES

_____
College

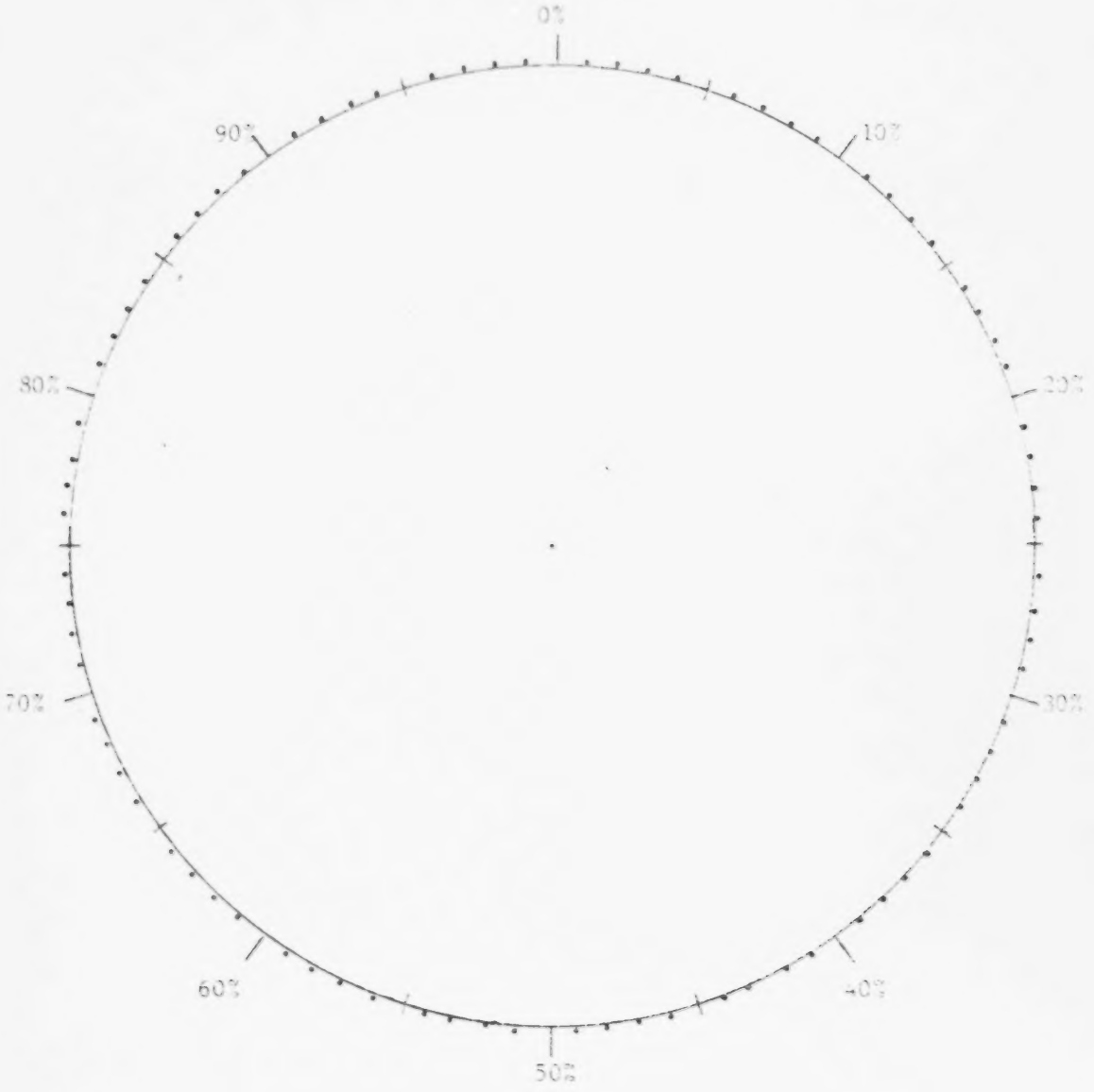
Reference Year: 19___/19___ Current Year: 19___/19___

	Reference Year	Current Year	% Change
Total Institutional			
Education and General (E&G)			
Auxiliary Enterprises			
MAJOR INSTITUTIONAL EXPENDITURE CATEGORIES			
Academic Facilities			
Utilities			
Auxiliary Enterprises-Facilities			
Utilities			
Dorms & Dining Halls-Facilities			
Utilities			
Facilities / Tot Institutional			
Utilities / Facilities			
Total E&G / FTE Students			

_____
College

Current Year: 19___/19___

This chart shows the percentage of total net square feet of campus facilities allocated to each space use category.



TOTAL GROSS SQUARE FEET = _____

TOTAL NET SQUARE FEET = _____

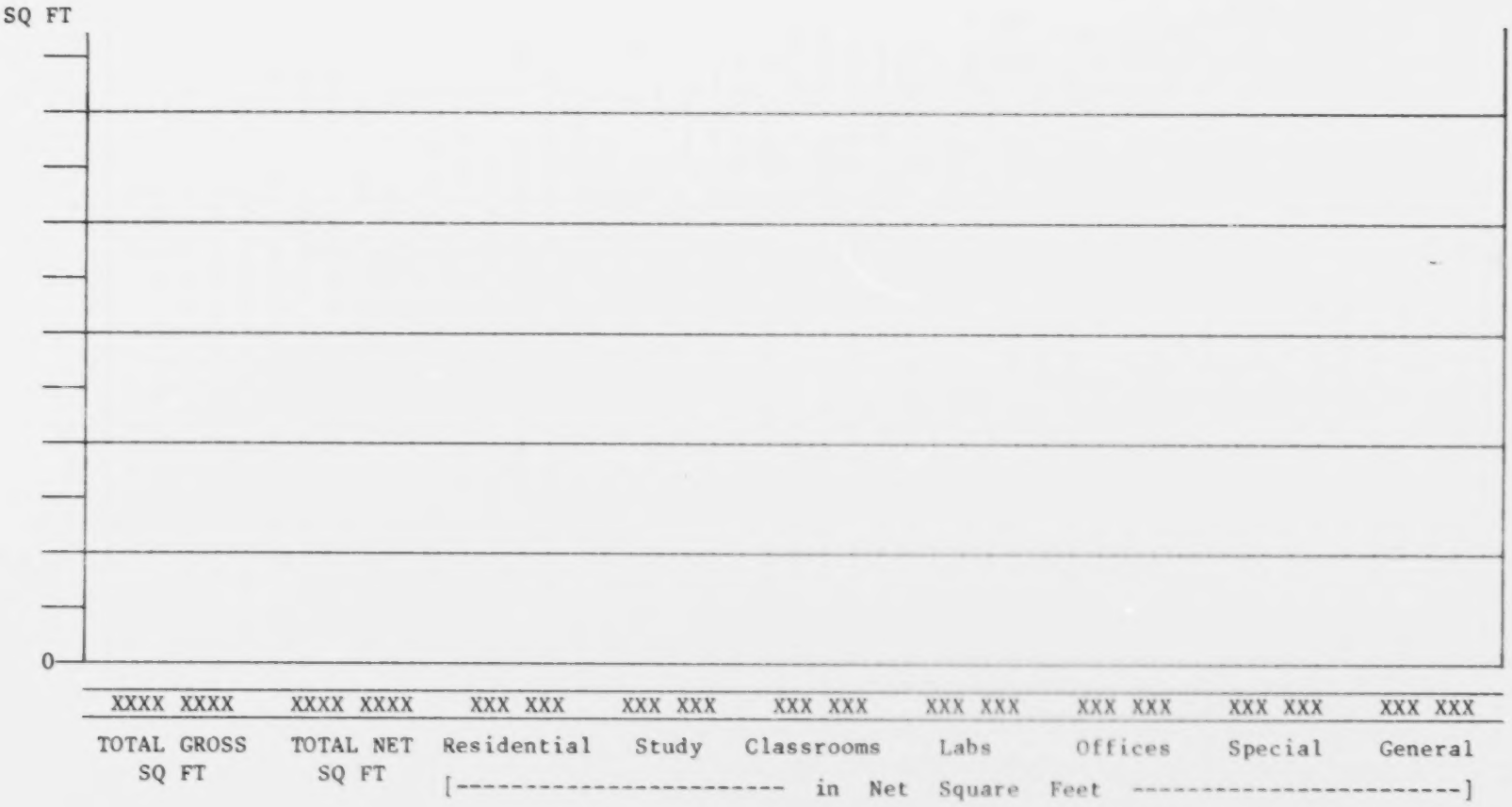
NET SQUARE FEET = _____% OF GROSS SQUARE FEET

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories 1981

V.2 CHANGE IN TOTAL CAMPUS SPACE AND ALLOCATION

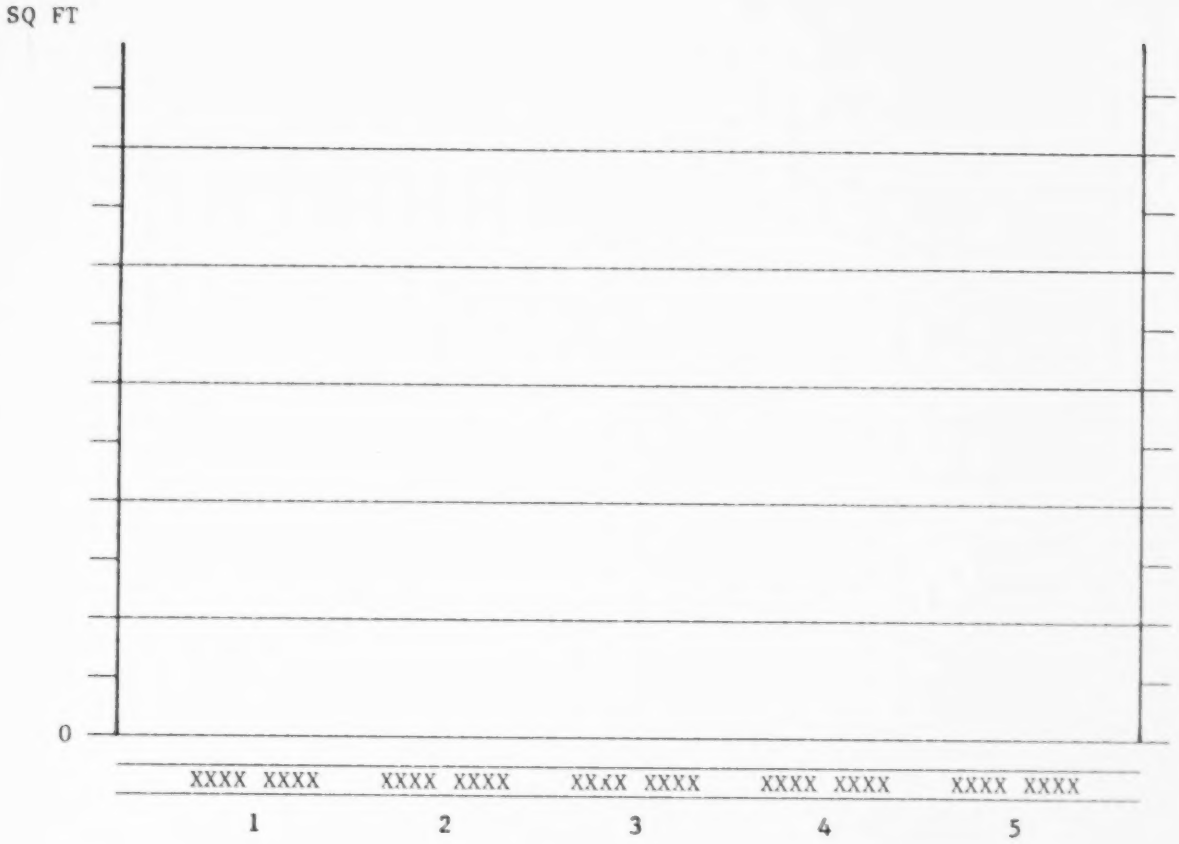
_____
College

Reference Year: 19___/19___ Current Year: 19___/19___



_____
College

Reference Year: 19____/19____ Current Year: 19____/19____



COMPARISONS BETWEEN REFERENCE YEAR AND CURRENT YEAR:

1. Total Space per FTE Student (in Gross SF)
2. Total Academic Space per FTE Student (in Gross SF)
3. Total Dorm and Dining Hall Space per Resident Student (in Gross SF)
4. Office Space per FTE Staff (in Net SF)
5. Classroom Space per FTE Faculty (in Net SF)

Key: Reference Year Current Year

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AID

V.4 NUMERICAL SUMMARY OF CAMPUS SPACE ALLOCATION BY USE

_____
College

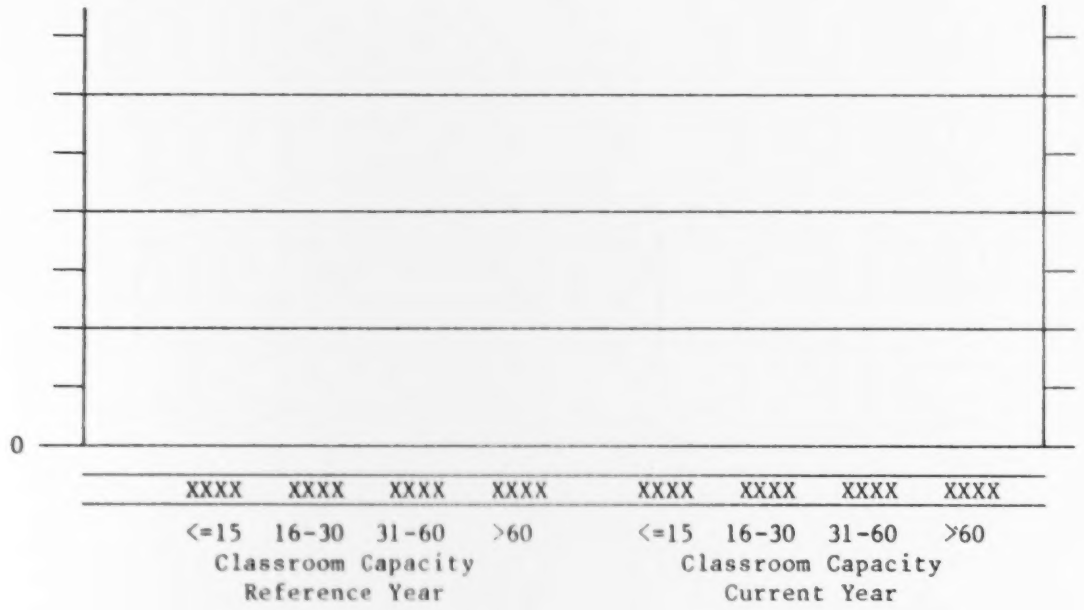
Reference Year: 19___/19___ Current Year: 19___/19___

	Reference Year	Current Year	% Change
TOTAL GROSS SQ FT			
TOTAL NET SQ FT			
Dorms & Dining Halls - Gross SF			
Academic Space - Gross SF			
FTE Enrollment			
AMOUNT OF SPACE ON CAMPUS BY CATEGORY (IN NET SF)			
Classroom			
Laboratory and Studio			
Office			
Study			
Special (phys ed, greenhouse, TV studio, etc.)			
General (dining, exhibition, assembly, recreation)			
Support (storage, maintenance shops, computer services, etc.)			
Health Care			
Residential			
RELATIONSHIPS			
Tot Gross SF / FTE Enrollment			
Academic GSF / FTE Enrollment			
Dorms & Dining GSF / Residents			
Office Space (NSF) / FTE Staff			
Classrooms (NSF) / FTE Faculty			

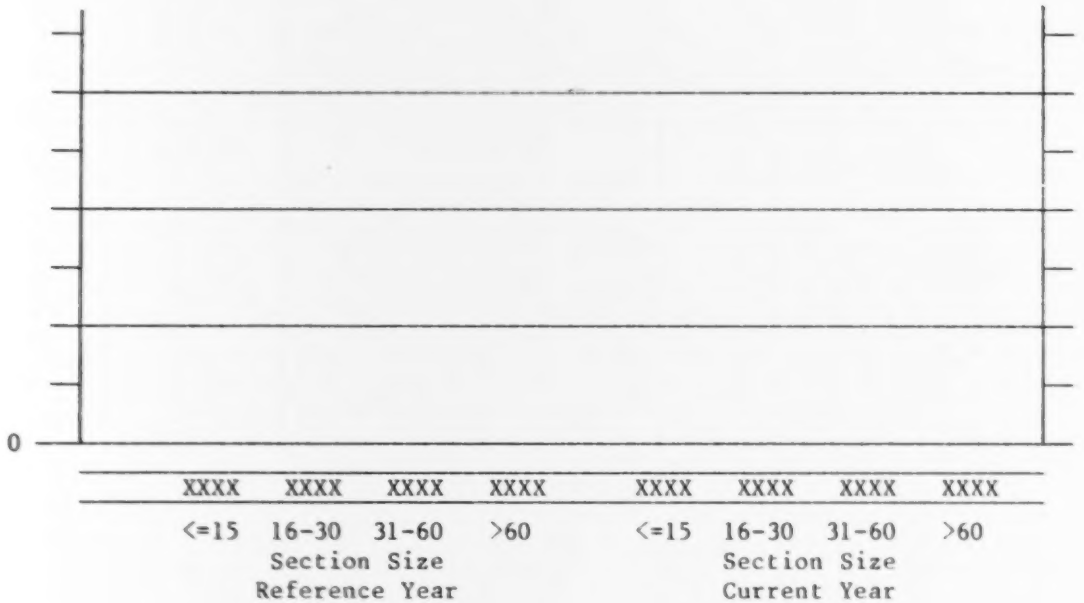
_____
College

Reference Year: 19___/19___ Current Year: 19___/19___

INVENTORY OF CLASSROOMS



INVENTORY OF COURSE SECTIONS



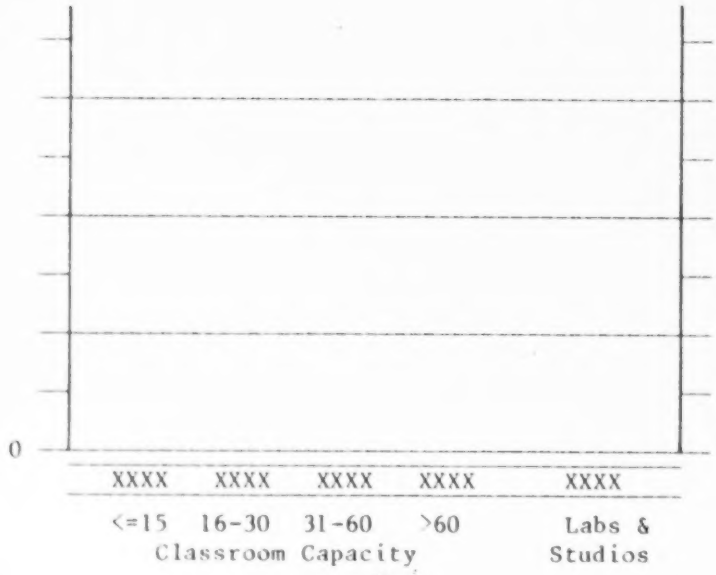
Key: Reference Year Current Year

_____
College

Current Year: 19___/19___

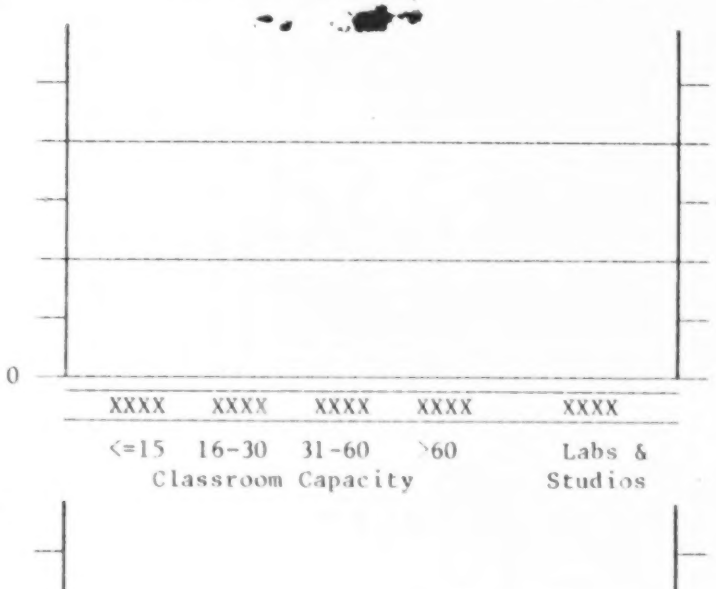
WEEKDAY UTILIZATION:
(Suggested 100% basis is 10 hours/day, from 8am-6pm, M-F.)

If other basis is used, describe:



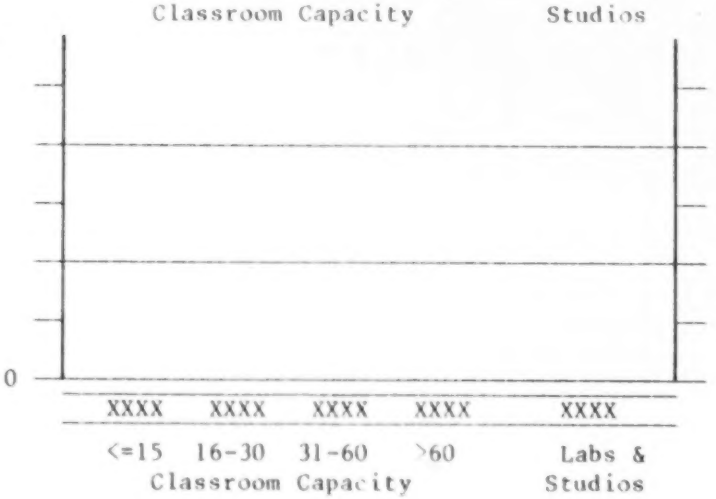
WEEKDAY EVENING UTILIZATION:
(Suggested 100% basis is 5 hours/day, from 6pm-11pm, M-F.)

If other basis is used, describe:



WEEKEND UTILIZATION:
(Suggested 100% basis is 10 hours/day, from 8am-6pm, M-F.)

If other basis is used, describe:

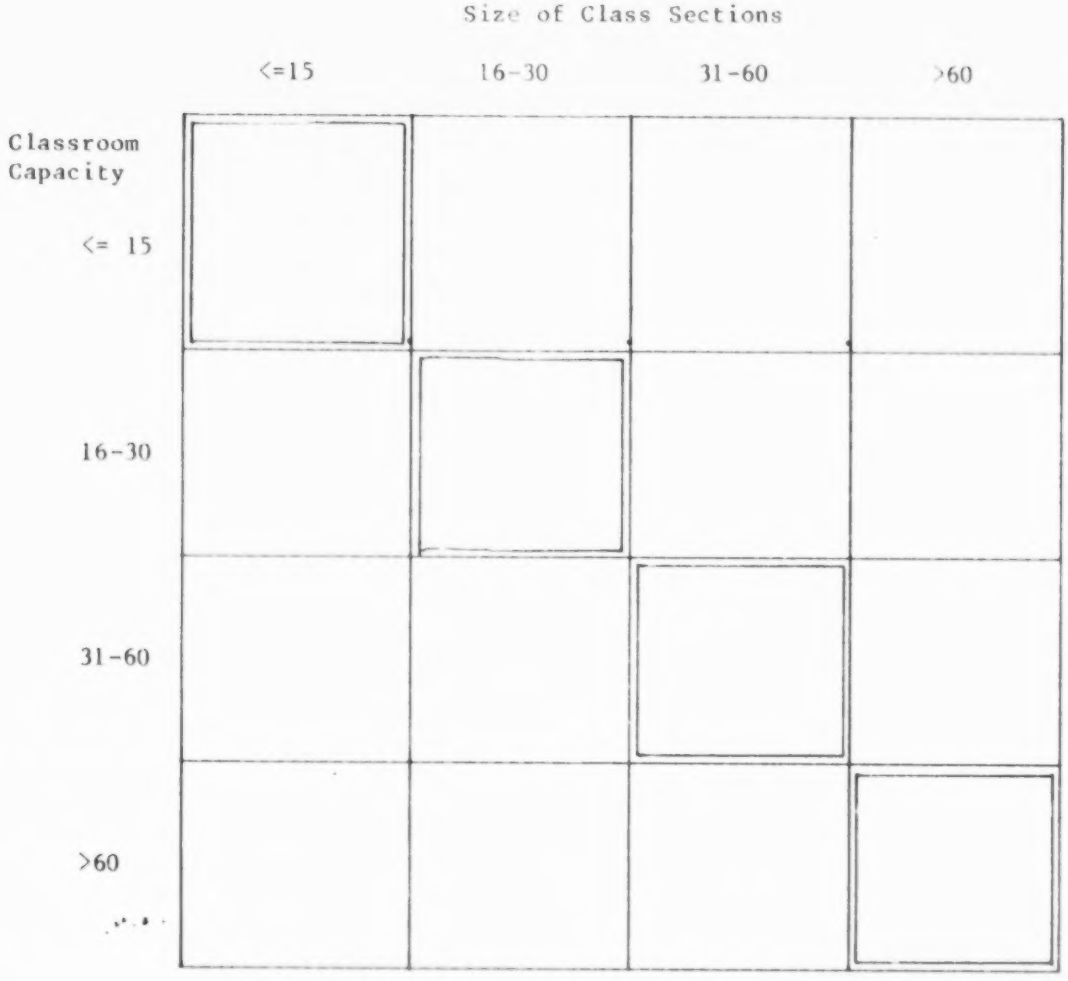


FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories NEC

_____
College

Current Year: 19___/19___

This chart compares the size of class sections and the capacity of the rooms those classes meet in.

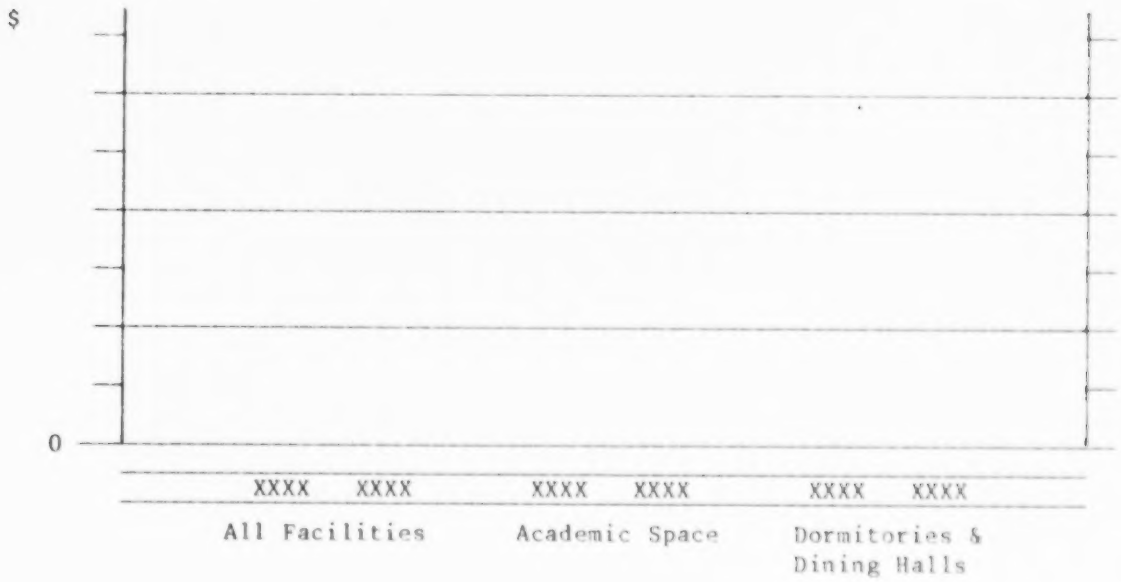


Place a tally mark in the appropriate box for each class.

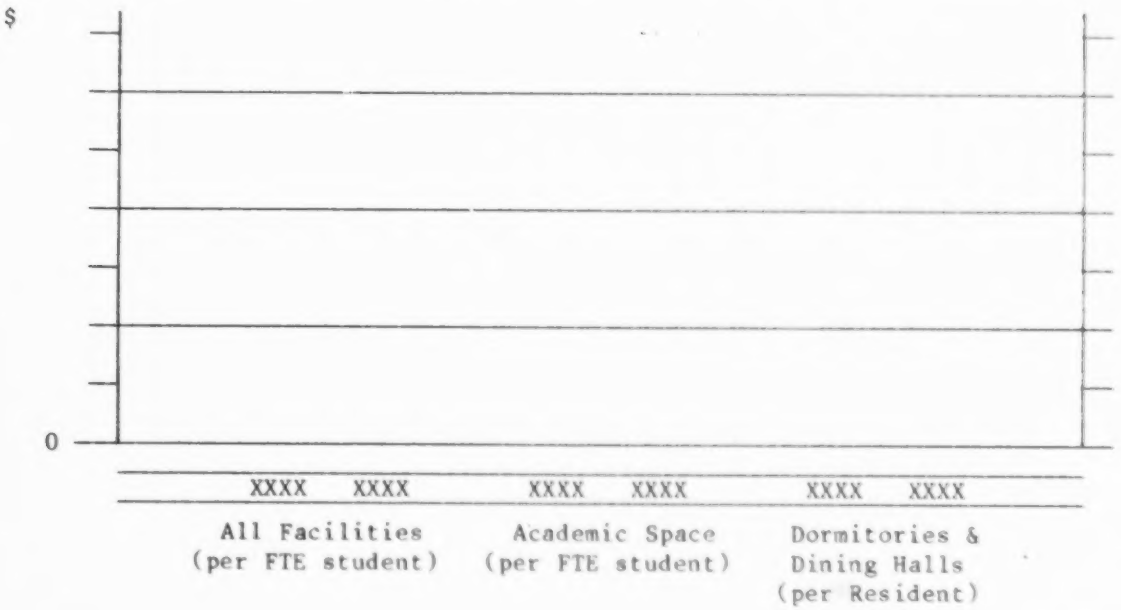
_____
College

Reference Year: 19___/19___ Current Year: 19___/19___

FACILITY COSTS / GROSS SQUARE FOOT



SELECTED FACILITY COSTS / STUDENT


$
0
XXXX XXXX XXXX XXXX XXXX XXXX
All Facilities (per FTE student)
Academic Space (per FTE student)
Dormitories & Dining Halls (per Resident)

Key: Reference Year Current Year

College

Reference Year: 19___/19___ Current Year: 19___/19___

	Reference Year	Current Year	% Change
FTE Enrollment			
Total Gross Sq Ft			
Total Institutional Expenditure			
Total E&G Expenditure			
FACILITIES EXPENDITURES			
Total Facilities-Related			
Utilities			
Operations & Maintenance			
Repair and Renewal			
Total Academic Facilities			
Total Dorms & Dining Facilities			
EXPENDITURES / STUDENTS			
Total Institutional / FTE Students			
Total Facilities / FTE Students			
Total Academic Facilities / FTE Students			
Total Dorms & Dining Halls / Residents			

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FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AIA

NUMERICAL SUMMARY OF SPACE COSTS VII.2
Page 1 of 2

	Reference Year	Current Year	% Change
EXPENDITURES / SPACE			
Total Facilities / Total Gross Sq Ft			
Total Facilities / Total Net Sq Ft			
Utilities / Gross Sq Ft			
Operations & Maintenance / Gross SF			
Repair & Renewal / Gross Sq Ft			
Academic Facilities / Academic Gross SF			
Academic Facilities / Academic Net SF			
Dorms & Dining Halls / Dorms & DH Gross SF			
Dorms & Dining Halls / Dorms & DH Net SF			

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AID

NUMERICAL SUMMARY OF SPACE COSTS VII.2
Page 2 of 2

SUMMARY OF CAMPUS BUILDINGS: SIZE, COST AND CONDITION 6.2 and VIII.1

_____
College

Current Year: 19___/19___

Use this form to record the size of each building, its operating and maintenance costs, and its general condition.

Building	Gross SqFt	Net SqFt	Current Year O&M Cost*	General Condition Good	Fair	Poor

* Check methods used to arrive at building O&M costs:

_____Actual recorded cost for each building.

_____Estimated, using the following campus averages:

$_____/Gross SF Academic

$_____/Gross SF Dorm & Dining Hall

Data Sources: Physical Plant Department.

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AIA

_____
College

Reference Year: 19___/19___ Current Year: 19___/19___

Use this form to record how many of each kind of room specified were located in each campus building in the Reference Year, and how many are located in each campus building in the Current Year.

BUILDING	Seminar/ Conference Rooms Capacity <15		Classrooms Capacity 16-30		Classrooms Capacity 31-60		Lecture/ Auditorium Capacity >60		Studios, Labs, and Practice Rooms		Lounges, Game, and Rec Rooms		Faculty Offices		Admin Offices		Dorm Capacity	
	RY*	CY	RY	CY	RY	CY	RY	CY	RY	CY	RY	CY	RY	CY	RY	CY	RY	CY
TOTALS																		
Campus Total																		
Change, RY to CY																		

Data Sources: Physical Plant Department, possibly supplemented by building survey for the Current Year.
Institutional Profile Uses: Chart VI.1. This become Chart VIII.2.

*RY = Reference Year
CY = Current Year

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/NED

VIII.3 SUMMARY OF SCHEDULED ROOM USE AND EFFECTIVE COST BY BUILDING

College _____ Building _____

Current Year: 19___/19___ Current Year O&M Cost/Net SF = $_____

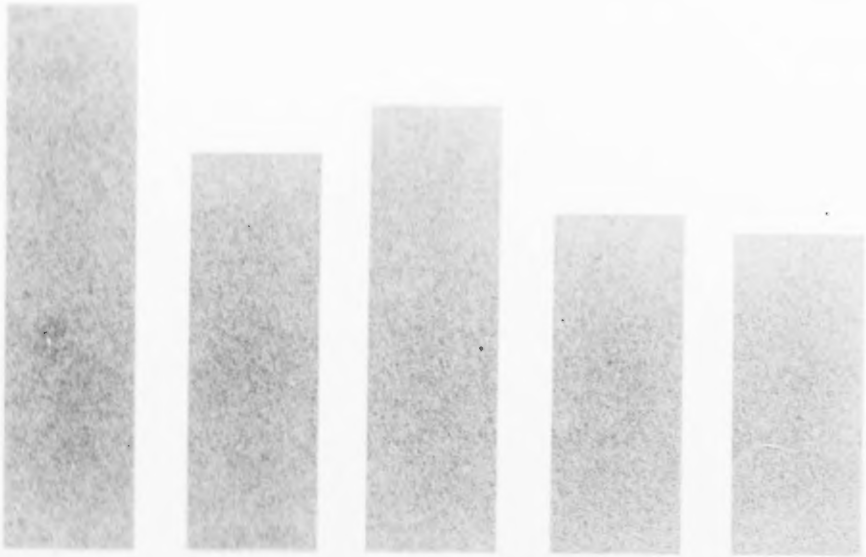
O&M cost figure based on: ____ Estimated average for academic space; OR ____ Actual cost for this building.

			HOURS OF USE AND COST					% OF ROOM CAPACITY USED			SCHEDULED BY	
			# Hours of Scheduled Use Per Week									
Room Number and Designation	Size Net SF	Annual Cost	Weekday	Evening	Weekend	TOT	Effective Cost/Hr of Scheduled Use	Rated Room Capacity	Average Size of Class Meeting	Av % of Room Capacity Use	Registrar X	Other

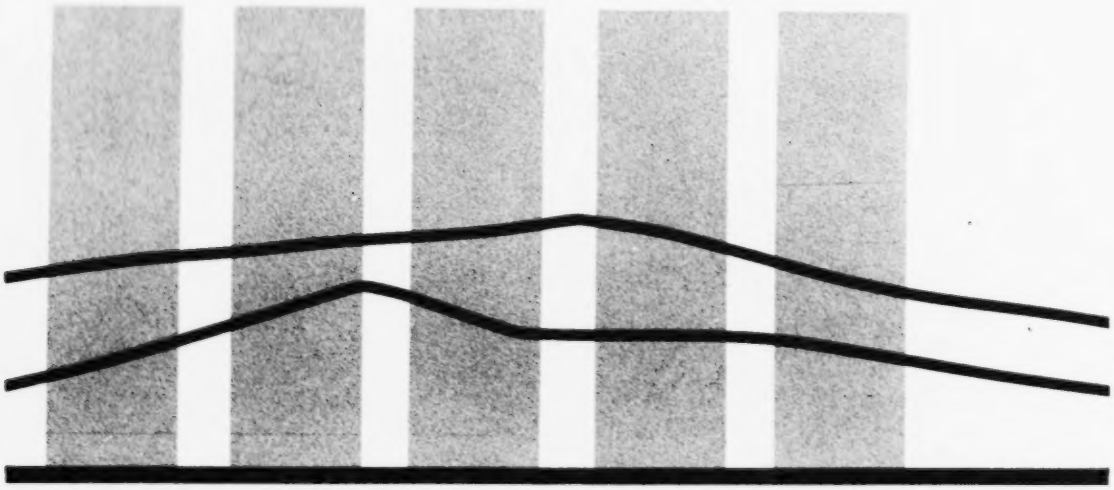
SUMMARY OF SCHEDULED ROOM USE AND EFFECTIVE COST BY BUILDING VIII.3

Data Sources: Basic Data Form 6.1

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AID



CONSTITUENT VIEWS



- NOTES AND INSTRUCTIONS
- CONSTITUENT GROUP REPORT FORMS
- WORKING GROUP REPORT FORMS

CONSTITUENT VIEWS: NOTES AND INSTRUCTIONS

Included in this section are forms which can be used to collect and report on special insights, values, and feelings of the campus community.

Plans for the future of the college, and specifically any plans for change in amount, allocation, renovation, and use of space should have input from the "soft data" collected in this section, as well as the "hard data" displayed in the Institutional Profile.

These forms represent a jumping off point for beginning to collect information about values and perceptions. If used as a discussion tool for small groups of 10 or so, each group will quickly add other information it wants to report. We recommend four divisions of constituents, and have provided forms for each:

- Student Affairs
- Academic Affairs
- Physical Plant and Fiscal Affairs
- External Affairs (responsible for liaison with parents, donors, alumnae/i)

Also included in this section is a sample "working group" report form. In the introduction we suggested one method for creating a two-day workshop that would use the planning materials. Under that model, constituent groups would meet and report back to the entire workshop, using the constituent views report forms. Then "working groups" would be formed to review the hard and soft data, and make recommendations for strategies and next steps to take in planning. Working groups would include members representing each of the constituent groups. The working group report form is a suggestion for structuring the discussion around a set of key questions.

FACILITIES PLANNING FOR SMALL COLLEGES
Conference of Small Private Colleges and Educational Facilities Laboratories/AIA

CONSTITUENT GROUP REPORT: STUDENT AFFAIRS

1. What spaces on campus are most and least desirable for the following purposes? Be specific:

Purpose	Most Desirable	Least Desirable
Housing		
Classes		
Book Study		
Informal social meeting with others		
Club or association meetings		
Meeting with faculty and/or advisors		

What characteristics distinguish desirable and undesirable spaces -- such as location, equipment, quality of space, etc?

2. If you were asked to take a prospective student on a tour of the campus, where would you go and why?

3. The Institutional Profile data only reflects scheduled use of classroom space in detail.

   How would you describe student use of non-classroom spaces on the campus, such as dining halls, library, dorms, theaters, gyms, campus center, etc?

   What space is especially valued by students and whose absence would decrease the quality of student life?

4. Do more or fewer students live in dorms today compared to the reference year?

   How would you feel about major changes to the current dormitory setup -- such as buildings that have dormitory and classroom or office space, more dorm space, less dorm space, changing the use of specific buildings to or from dormitories?

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5. One strategy for improving space utilization of classrooms might include scheduling classes at more hours of the day and evening. A possible side effect might include fewer schedule conflicts.

   Do you have many schedule conflicts now?

   How would you feel about an expanded class day?

6. If the college decides to consolidate and reduce space and improve utilization, what suggestions would you offer about either the <u>process</u> to be used or the <u>changes</u> to be made?

CONSTITUENT GROUP REPORT: ACADEMIC AFFAIRS

1. What spaces on campus are most and least desirable for the following purposes? Be specific:

Purpose	Most Desirable	Least Desirable
Teaching small classes (<=15 students)		
Teaching large classes (>40 students)		
Faculty offices		
Meeting with or counseling students individually		

What characteristics distinguish desirable and undesirable spaces -- such as location, equipment, quality of space, ease of scheduling, etc? Again, be as specific as possible.

2. The Institutional Profile data only reflects scheduled use of classroom space in detail.

   Are there important unscheduled uses that need to be included for consideration? If so, describe:

   How would you attempt to place a value on these uses?

3. Space utilization is often related to <u>control</u> of space via centralized or decentralized scheduling. A trade off for improved utilization could be increased conflict and decreased convenience or availability.

   How would you evaluate control and scheduling at the college now?

   How often is there conflict over use of space now? How is it handled?

4. Another trade off for improved utilization of space may be convenience and flexibility for faculty to select course meeting hours.

   What is the current situation in this regard?

   How do you feel about changes?

5. Would you suggest any guidelines for determining what space now usable for very specialized purposes could be combined to make more flexible spaces?

6. If the college decides to consolidate and reduce space and improve utilization, what suggestions would you offer about either the process to be used or the changes to be made?

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CONSTITUENT GROUP REPORT: PHYSICAL PLANT AND FISCAL AFFAIRS

1. How would you describe the physical condition of the campus?

   Which buildings are in especially good condition?

   Which are in especially bad condition?

2. What is the magnitude of the backlog of maintenance and renewal projects?

   What are your current priorities for capital improvements?

   Is the college spending enough for operations and maintenance to keep the physical plant in good condition?

3. Which buildings are particularly expensive to operate and maintain?

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Could significant savings be achieved through energy conservation measures?

4. Which buildings have good utilization and which have poor utilization?

What are your suggestions for improving utilization?

5. If you can, identify which existing college buildings would be best suited for other uses, and what suitable uses might be.

6. If the college decides to consolidate and reduce space and improve utilization, what suggestions would you offer about either the process to be used or the changes to be made?

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CONSTITUENT GROUP REPORT: EXTERNAL AFFAIRS

1. What are your best sources of information, reactions, and concerns of interest groups outside the campus?

2. Can you characterize the feedback you have received over the last year from potential students, alumni/ae, parents, funding sources? What are their concerns about the college today and in the future?

3. When potential students visit, how do you try to structure their visit to leave a positive impression? Where do you take them and what do you show them? What places do you avoid?

4. What buildings or spaces on campus are very special to alumni/ae or other important external groups -- for symbolic, historic or other reasons unassociated with how well or often they are used?

Have you any way of placing a value on this?

5. What is your assessment of the college's ability to launch a special fundraising drive for space realignment, renewal, and modification?

Is this a reasonable option to consider?

6. If the college decides to consolidate and reduce space and improve utilization, what suggestions would you offer about either the process to be used or the changes to be made?

REPORT OF WORKING GROUP

1. How can the college reduce the financial cost of current amounts and uses of space?

   List in order of preference:

2. Which of these strategies would incur <u>nonfinancial</u> costs? Identify and assess importance.

3. What problems do you foresee in making these changes?

4. In making any changes, what qualities of the campus environment would you like to preserve and enhance?

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5. What specific topics do you recommend for further study?

6. How do you recommend that the college organize to carry out further planning and decision making regarding changes?